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ABSTRACT

This handbook contains several different sections to aid volunteers teaching English-as-a-Second-Language (ESL) to refugees. Part 1, "Getting Started," discusses cultural differences and difficulties the students may encounter. Part 2, "Mechanics of Teaching," offers tips on teaching refugees and general teaching methods. Lesson planning, assessment and mapping, and evaluating progress are covered in Part 3 "Assessment and Lesson Planning." A general overview of and general ideas for activities in Vocational ESL are discussed in part 4. Part 5 "Activities for Practice," describes activities that could be used, they are divided into groups entitled: Listening and Speaking Activities, Reading and Writing Activities, Thinking and the Real World', and Introduction to Fun'n Games. (AB)

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TUTORING ESL:

A Handbook for Volunteers

Developed by the

TRAINING PROJECT

at the

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Funded by Washington State
Department of Social and Health Services
Division of Refugee Assistance

1991 Edition

This handbook is dedicated to the many volunteer tutors and refugee students who have worked and learned together. We hope this book may shed a little more light on the ESL path!

Volunteers have always been important participants in refugee resettlement. The friendly, concerned American can help the newcomer enter more fully into the new culture. ESL volunteer tutors provide the double gift of friendship and a key to the new language.

Washington State DSHS - Division of Refugee Assistance, the agency which funds the Tacoma Community House Training Project, recognizes the vital role that volunteers play in resettlement. Tacoma Community House is proud to have trained more than 6,300 volunteer ESL tutors in Washington State over the last 9 years. These tutors have helped at least 9,000 refugees cross the bridge between their cultures of origin and the new.

The first students tutored by volunteers at Tacoma Community House were homebound Southeast Asian women. In honor of them, the student in this book is always referred to with the feminine pronoun.

This handbook has come into being over time with the generous participation of many folks. Past contributing Training Project staff include:

Anita Bell
Judy de Barros
Matthew Laszewski
Peter Skaer
Lucinda Wingard
Marilyn Bentson
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Staff at the time of the 1991 revision include:

Becky Boone
Elisabeth Mitchell
Kathleen Holloway
Hilary Stern-Sanchez

This new edition of the handbook incorporates material from the 1990 Training Project book, Working Together, by Chris Gilman.

Since the beginning, Marilyn Bentson has served valiantly as Project Coordinator. Anita Bell is the editor of this edition. Project Trainer Elisabeth Mitchell created most of the delightful illustrations. Vicki Sawyer has put the book on the computer and thence to the printed page in such lovely form.

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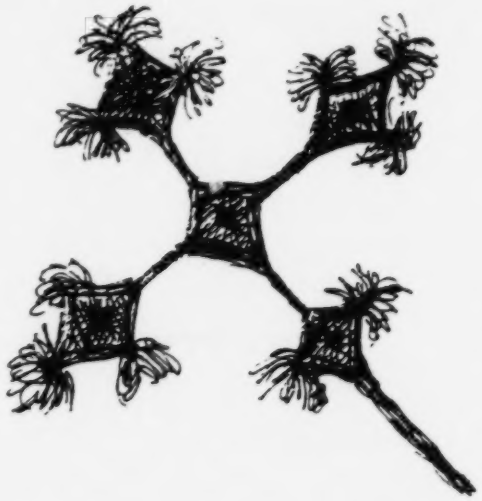
PART I

GETTING STARTED

SOME THOUGHTS ABOUT CULTURE

As you begin to work with your students, it may become apparent that they come from a cultural background quite different from your own. You may feel a little apprehensive and afraid of making a cultural 'faux pas'. They probably feel the same way. Any misunderstandings you experience may stem not only from the language barrier, but from cultural differences as well. The best advice is to relax and recognize that these incidents can be a learning opportunity for both you and your student. An open, non-judgemental attitude, and a little understanding of culture and the adjustment process refugees go through, will help you deal with any cultural differences that arise.



"The Air We Breathe"

Culture is such an integral part of who we are that it is often difficult to see just how deep its influence goes. It is sometimes compared to the water a fish swims in, or the air we all breathe. The obvious parts of a culture - the language spoken, architectural styles, climate, dress, and food - are easy to see, but just like an onion, there are many layers to be peeled back that are not immediately apparent. Many times our values (what we consider good or bad), our beliefs (what we consider true about the world), and our behaviors seem so automatic and "natural" that we hardly stop to think that someone else might see the world quite differently. Consider a Hmong woman's account of the teacher/student relationship in Laos:

> "In my country, the teacher is almost like your president. You can never look at their face. You have to look down. No eye contact. That's one thing that the teacher here has to remember because if you talk to Lao students, they might not look straight at you and you might think that they don't pay attention, but actually they do."

It is often the things that we take for granted, like eye contact patterns, that cause us to misinterpret and judge someone from a different culture based on our own cultural norm. The more we become aware of our own cultural conditioning, the better able we will be to identify what makes a particular cross-cultural interaction uncomfortable.

Culture Shock

Culture shock happens when a person experiences the confusion and discomfort of having everything familiar replaced by the unfamiliar. One can no longer find comfort in the little joys of life: Favorite foods, being accustomed to the weather, and carrying out basic daily tasks.

During interactions with natives of the new culture, a person no longer knows what to expect. Members of the new culture seem unpredictable and baffling. This absence of the familiar, and the unpredictability of people's behavior, cause discomfort. There are aspects of the new culture that may even seem offensive. For example, many newcomers to the U.S. feel that nursing homes for the elderly show a lack of respect and love for aging parents and grandparents. To them it is inconceivable that the elderly would prefer living independently to a communal life with their children and grandchildren.

The "culture shock curve" can chart the process of adjustment. After arrival, the first phase is full of excitement at the novelty of it all, only to be followed by a slump at discovering one's inability to get even the most mundane tasks done with ease. As soon as these challenges are mastered, bringing temporary emotional relief, one begins to uncover the deeper levels of the new culture - the unspoken rules of the culture and the unconscious levels, which often include non-verbal communication forms, such as eye contact patterns and our relationships to space, distance, and time. The adjusting newcomer may then sink deeper into shock or depression as the realization of the essential strangeness of the new culture hits home. Successful immigrants eventually reach a plateau of adaptation. As the challenges of adapting are met successfully; as one acquires alternative responses to the environment; and as inner peace is made with the conflict between cultures, one can both maintain the original cultural identity yet function in the new culture.

Learning to Adjust

People living in a different culture adjust through a process of integrating their native culture with the new culture in a form of bi-culturalism. This involves

picking and choosing what to maintain from their own way of life, and what to adopt from the new culture. Each individual blends these cultural values, beliefs, and behaviors together in a unique way.

A majority of refugees come from developing nations which are culturally and linguistically very different than the U.S. The greater these differences are, the more difficult the adjustment process will be. Refugees are presented with many cultural dilemmas and problems when they arrive here.

A Cambodian bilingual aide in the classroom talks about a student in an ESL class.

> "When I worked in the adult refugee program, an old lady always told me that she's not used to this kind of life here. She has three boys and they are all teenagers and the children started to disobey her. So I didn't know how to help her. I just said she needs to talk to her children openly and do like in Cambodia. And she said, 'No, I have to keep quiet. I can't find money. I depend on the children. I feel sad.' She couldn't adjust to life here."

Because children tend to adapt and learn the new language must faster than their parents, inter-generational and family problems are common.

A Lao man explains how he has changed his relationship to his children here in the U.S., by blending some elements from his native culture together with some cultural values from the U.S., in a form of bi-culturalism.

> "I changed my values and attitudes in this country. In my country I didn't talk to my children very much, but in this country I try to play with them. I try to change to that relationship where we can share everything. I love them. You know, in my country we respect the adults, so we say 'doy knoy', 'yes', to the adults. 'Doy knoy' is more polite, it's something that is inside, that we follow the boss. We don't say the realistic thing from our hearts when we say 'doy knoy'. So I try to teach my children to say the common word for 'yes' in the family. Don't respect too much. Now they don't say 'dow know' to me here in the U.S. I know that from that point my son changed a lot."

By adapting his parenting style, this man minimizes the potential conflict between children who are becoming Americanized and parents who tend to maintain the norms of their native culture.

Changes in Circumstances

For those who were educated and well-off in their own country, the loss of personal status, together with the experience of living in poverty in the U.S., can be devastating. A professional man from Afghanistan endured the humiliation and frustration of being told that a vocational skill, such as baking, was his only chance for a job in the U.S.

> "When I heard this advice, it was a kind of lowering of my prestige. I was a college instructor in Afghanistan and I had many things and I still don't have those things here like I had there. And I won't be able to have those things here; the standard of living. I don't even have a backyard here, so that my children can play, and in Afghanistan I had over a thousand acres of farmland, fruit gardens, and houses."

While refugees from rural areas, with little formal education, may lack the life experience and skills necessary to quickly and easily adapt to life in a fast-paced, "high-tech" society like the U.S., those with more education and transferable skills may experience culture shock just as intensely. Life this Afghan man, the loss of much or all of their former life has a profound impact and they, too, struggle to start anew in a foreign land.

How Can I Help?

There are several ways that you can help your student to make the adjustment and learn the language and cultural tools needed to survive.

↪ Learn about your student's culture. Look for books and movies that illustrate his or her culture and talk to others from the same country. Realize that while there are identifiable cultural traits within a particular country, there is much variation among individuals.

Learning about another culture doesn't make its members' behavior predictable. It only sheds some light on possible ways of understanding the cultural background and frame of reference that they have come from.

↪ Recognize the nature of the process of acculturation. Refugees are confronted with many cultural conflicts and dilemmas, and each person resolves them in a unique way. Facilitate bi-culturalism by helping your student make decision about how to live in the U.S. without necessarily giving them the answers.

One way to do this is to simply compare and contrast your student's native culture with cultural tendencies here in the U.S. This is a neutral approach which conveys respect and interest in your student's culture, while informing her about the new culture. "How do you go about finding a job in your country? What is the job interview like? In the U.S. it usually happens this way..."

→ Deepen your awareness of yourself as a cultural being. It is surprising how deeply our personal identity overlaps with our cultural identity. Working with someone from another culture is a wonderful way to learn about ourselves. It provides the contrast we need to be able to see aspects of ourselves that are normally hidden. Operate on the assumption that your student is very likely perceiving things differently than you are. Expect the unexpected.

Prepare Yourself to Learn

Visualize yourself in the following situations, and consider how you might feel and react. How could you use these incidents to understand your student's cultural background more deeply? What are the cultural values and beliefs in operation? How could you transform these experiences into learning opportunities for both you and your student?

You are invited to your student's house and as you drive up, you see that the curtains are drawn - as if the house were shut off and protected from the world outside. But, once inside the house, a different world unfolds. There is hardly any furniture and a pack of kids, like chattering monkeys, are bouncing off the couch and walls. Strange smells come from the kitchen. The family has slaughtered a pig for the occasion. It is 30 days after Nai Poo, your Mien student, gave birth. All the dishes are made from pork - some even look raw. All the parts of the pig have been used. You are invited to sit down as the children, their eyes gleaming with curiosity, encircle the table to watch you eat.

Situation 1

An Ethiopian family has invited you into their apartment as you dropped off your student at home. Though it was a spur-of-the-moment invitation, the entire family stops what they are doing to entertain you. The wife brings out some "injera", a spongy, flat bread made from teff, a staple grain in Ethiopia. As the wife serves you course after course of food, the husband graciously carries on the conversation. Over the past tutoring sessions, you've noticed that your student, the Ethiopian woman, has a hard time controlling her children, who she now brings to almost every tutoring session. They constantly cry and demand attention during the lesson.

Situation 2

Your Soviet student has asked you repeatedly to call the community college where he is on the waiting list for an ESL class. You tell him once again that the coordinator of the program said that the classes are full and, unfortunately, he still has to wait until he receives a card to admit him to class. He asks you to call again, as if pestering the coordinator would get him a special favor. You are already irritated because he and his wife have refused to accept the janitorial job, which pays $10 an hour, that you helped to get them. They said they wanted to wait until their welfare money runs out.

Situation 3

Language and culture are inextricably intertwined. In teaching English, we also teach culture, and we engage in a cross-cultural exchange. In working with refugees from other cultures quite different than our own, we embark on a journey that can expand our horizons without having to travel far from home. We are not simply teaching our students the vocabulary of a new language, but a new communication system rooted in another way of life, another way of thought. The experience can be rich and rewarding.

WHO IS MY STUDENT?

1. How can I learn my student's full name, nationality, birth date and other personal facts?

Even if your student speaks no English, she will understand when you hold out your hand and say, "I-94." Each refugee is issued an I-94 card during the final interview in the refugee camp or processing center. This official document is the most vital piece of identification the refugee holds. On the I-94 you will find the following information:

- full name
- place of birth
- birth date
- date of entry into the U.S.
- address of sponsor or sponsoring agency (VOLAG)
- alien registration number

All refugees, including children, are issued social security cards immediately upon entering the U.S.

Most refugees carry copies of their I-94 and social security cards. If your student carries the originals, help her get copies made so that she can carry the copies and store the originals in a safe location.

Additional information can be gathered from the Personal Employment Plan (PEP) which is issued to most adults as they go through the processing with Department of Social and Health Services (DSHS) for Refugee Assistance and Employment Security. This green form must be submitted to the state-funded ESL classes at the time of enrollment. A bilingual Community Service Officer (CSO) collects the following facts:

- number of years of schooling the refugee has had in native country
- former job
- vocational goals
- number of people in family
- date of entry to U.S.
- date of entry to Washington State

2. Does my student have a sponsor?

Yes and no. All refugees must be sponsored by a VOLAG (Voluntary Agency, such as International Rescue Committee, World Council of Churches), which screens them in the camps; arranges for their transportation here; provides some resettlement funds; and designates an individual sponsor to make the initial housing, health, and legal arrangements. Individual sponsors may be individual Americans, churches or other civic groups, or refugees who have already settled here.

Refugees often leave their American support and original site of resettlement in the desire to re-unite with extended family members or others of their ethnic group. When they resettle in a new community, they may lack direct contact with Americans. You may become that personal link, but don't feel you must provide for all your student's family's needs. When you see a sick baby, no warm coat for a school child, a complex letter from DSHS, you will naturally want to help. Please realize that there is a large support network for refugees. Your program coordinator will be able to help you become familiar with the appropriate social agencies which exist to serve your student.

3. Has my student been screened for health problems?

Yes, many times. All refugees are screened in the camps and immediately after entering the U.S. by the county Health Department. They receive continued medical attention for at least 12 months of refugee assistance.

4. From where do refugees come?

The United States recognizes refugees from over 34 countries. The government sets quotas each year, determining how many individuals from each country are allowed entry into the U.S. The majority of refugees in the U.S. and in Washington State are from Southeast Asia (Vietnam, Cambodia, Laos), but there are also considerable numbers from the Soviet Union, Ethiopia, Poland, Czechoslovakia, Hungary, Romania, Afghanistan, Iran, and Cuba.

5. Do the people from one country or geographic area share the same culture?

No, that assumption can't be made. For example, the cultures of the Southeast Asian countries are similar, but certainly not the same. Each country has a distinctly different language and rich history which includes periods of conflict among the three nations. Ethnic Chinese, who share a culture, live in all three countries and are often educated in Chinese language schools. While half the population of Laos is ethnically Lao, the other half is composed of many different hill tribes, primarily Hmong and Mien, who have their own languages and distinct cultures.

Other countries are also composed of varied groups. Soviet refugees may be Jewish, Pentecostal, or members of ethnic minorities. Ethiopians also represent several diverse language and cultural groups.

The distinction among countries is sometimes not as great as the cultural gap between urban residents, exposed to modern technological culture, and rural folks, isolated from contact with other groups. Dealing with life in downtown U.S.A. for the rural refugee, unaccustomed to electricity, highways, and washing machines, can be quite overwhelming.

6. What's my student's educational background?

Many of the Southeast Asian refugees who arrived before 1978 are highly educated, often with advanced degrees. Most of the subsequent arrivals came with less than six years of school. Some Southeast Asians may have received schooling at the Buddhist Temple, as some Africans may have attended Koran School as their only educational experience. For many rural farmers, one to three years of schooling is common, and many have never attended school. This means you may be teaching your student how to learn in a class setting, as well as teaching English and literacy. Eastern European, Middle Eastern and some African refugees may be well-educated in their countries and feel the trauma of having to settle for entry-level jobs due to their language difficulties.

7. What do I need to know about teaching an adult learner?

Maximum learning takes place when the material suits the learner's immediate needs. Adults will not remember material unless it is practical, meaningful, and related to their experience. We learn what we need to learn. Adults also want to apply what has been learned as soon as possible. Provide opportunities to use the just-acquired vocabulary or skill in a simulated or real-life situation.

Language theorists distinguish between two kinds of learning when it comes to a new language: (1)"learning", and (2) "acquisition." The following chart shows some simple contrasts between the two terms:

LEARNING	ACQUISITION
rules about language	language itself
memorization	direct apprehension
typically happens in classroom	can happen anywhere
presentation of "correct" language	presentation of living language
conscious knowledge about language	unconscious knowledge
halting, translations needed	fluent

Learning their first language, children never learn grammar rules yet master grammar, in spite of the fact that we seldom speak to them in complete sentences and accept almost any sounds they make with great celebration, however fragmentary or incorrect they may be at first. This method of acquisition can be adapted to use with adults learning a second language. At all times encourage **communication**, using words in a realistic, meaningful context.

An awareness of the distinction between learning and acquisition leads to some simple pragmatic conclusions for language teachers:

- **Teach language itself, rather than rules about language.**
- **Context is everything.** Context leads to comprehension which leads to acquisition or fluency.
- **Lower stress and minimize error correction.** Students must not only listen to contextualized language, but they must also practice the new language. A concern with perfection, which is reinforced by constant correction by the teacher, is inhibiting and counterproductive. Like children, students learn through making mistakes. Unlike children, adults are prone to feeling stupid when they make mistakes. It is essential to minimize these feelings.
- **Keep communication meaningful.** Adults learn best when the content has some interest and meaning.

THE FIRST DAY

The first day you meet with your student will set the stage for your tutoring experience. The first impression you make on your student will be important to your teaching success. Remember, while you may be nervous, it is likely your student is terrified. Greet your student, smile and be friendly, but don't overwhelm her. Your calm confidence will put your student at ease.

There are three things that need to be done at the first meeting:

- Get acquainted with the student
- Find out how much English she knows
- Set up a class schedule

Getting Acquainted

How do you begin? When you get to know another American, you usually greet her, introduce yourself and ask a number of personal questions. Do the same with your student. If she giggles or looks uncomfortable and says nothing, your student may not understand your "accent" or just doesn't know English. In either case, go ahead and teach her greetings, and the response to the questions "What's your name?" and "Where are you from?" Be sure to teach your name as well.

What if your student can answer most of the personal information questions you ask? It won't be necessary to teach what she already knows, but you can go ahead and ask her questions and encourage her to ask you questions. After all, one of your goals is to get to know each other. Bring along some family pictures and talk about your family. She will be genuinely interested and perhaps encouraged to talk about her family in turn. This is a good way to break the ice with your student. Your intention is not to teach anything at this time but to relax, make conversation and listen for what your student is and is not able to say.

Finding Out English Ability

Read the section on deciding what to teach (beginning on page 77) to see what methods of assessment will be most appropriate for your student. The first time you meet with her may be a good time to begin mapping, as described on page 78. She can take note during the coming days of specific times she uses English or wishes she knew more English and be prepared to plan with you at the next session.

Whether or not you begin the mapping exercise now, and whether or not the program coordinator gives the student a standardized test, you can bring along some items that will help you begin to gauge her English level without overwhelming her.

Bring	To Assess
family photos	nouns, family relationships (ask "Who's this?")
flash cards	alphabet, numbers, sight words, math skills
calendar and clock	time-related vocabulary
magazine pictures	nouns, verbs, conversational ability (use question hierarchy, see page 39)
coins, bills	money vocabulary
small household items	vocabulary, understanding directions (see TPR, page 42)

Things to Look For:

- Did you understand your student's pronunciation?
- Did your student answer without your repeating or rephrasing each question two or three times?
- Did she ask you to repeat or tell you when she didn't understand?
- Did she speak in complete sentences rather than broken English?
- Did you student ask you any questions without being prompted to?

If the answers to all these questions were **no**, your student probably has minimum language skills or is extremely shy. In upcoming sessions you will work on:

- pronunciation
- asking for clarification
- listening skills
- asking questions
- increasing vocabulary

If the answers to the above questions were **yes**, you'll be able to do some mapping with the student. Also, look at the section on evaluating progress (page 87) to get some idea of her English level.

Setting a Schedule

Before you leave, be sure to set up a schedule for future meetings. If your student has little English, try to find a neighbor or family member who will act as interpreter. Even without translation, though, you can leave a calendar page with her with the date of the next session marked. Use the clock you've brought along, or draw a clock face, to show what time the session will be.

From the beginning of tutoring, make these expectations clear:

↪ The student will: Call if she cannot come to class
Be ready when the tutor comes
Have a quiet place to study
Come to class on a regular basis

You do your student and yourself a disservice if you're too relaxed about these things. She needs to learn that in this culture people are expected to show up on time or call if they can't. You'll both feel much more satisfaction if you meet on regular schedule because the student is more likely to make progress.

PART II

MECHANICS OF TEACHING

GENERAL TEACHING TIPS

What Does It Mean To Teach English? What is English Anyway?

Tutoring English means helping the student to become proficient in living in the U.S. This could mean teaching grammar, if that is what the situation calls for, but it could also mean a series of field trips by car or bus to a destination important to the student. It could mean instruction in the basic skills of language, or it could mean networking with employers.

If the end result of instruction is looked at in terms of competencies - things the student can do for herself - then these competencies could be understood either as English language competencies (e.g., asking for and comprehending directions), or as more general life skills (e.g., actually getting around town by bus, car, or on foot). Obviously, these two kinds of competencies are interrelated. In order to get oneself around town, it is necessary to be able to read maps, ask directions of strangers, deal with change and bus tokens, understand traffic laws. Any of these competencies can be isolated and taught in the tutoring sessions.

As you teach English, be aware of the balance among the language skills:

- Listening
- Speaking
- Reading
- Writing
- Pronunciation

When we acquire our first language, we listen for a long period before we can competently speak understandable language. When we do speak, it is words we already comprehend aurally. Reading comes much later and, once again, we learn to read first words that already have meaning to us. We learn to write words we already can read.

In daily life we generally spend about 80% of our time listening and speaking a language and about 20% reading and writing it. That's a good ball park figure to keep in mind when you plan lessons, though, of course, student needs will vary. All students need better listening skills, even those with sophisticated reading skills, and tutoring may provide the only

regular opportunity for your student to practice oral English. Higher level students who are more comfortable with speaking English will appreciate more time spent on literacy. As reading skills are enhanced, you can also focus more on correct grammar.

Use common sense when deciding how much effort to put into pronunciation work. Remember that adult learners of a second language will almost always have an accent. Focus only on what's essential for your student to be understood and to understand.

Shouldn't I Really Be Teaching Grammar?

Some tutors feel uncomfortable dealing with the larger spectrum of student need. They want to isolate language from the context of the refugees' circumstances. They feel that by providing the tools of language, grammar and vocabulary, the refugee will apply those tools as needed. This point of view is often reinforced by the refugees themselves who have their own strong ideas about what English instruction should be.

We believe that the teaching of grammar is fine, as long as it doesn't detract from the direct teaching of language itself. A grammatical approach, however, has pitfalls for both the beginner and the advanced student. The beginner, whose tutor usually is insisting on the structure and mastery of forms of language, may become dispirited and feel she does not have an aptitude for language. The more advanced student, who may herself be insisting on the grammatical approach, may be unable to break out of the analytical mind set and actually use the language.

If you find yourself or your student spending a lot of time on drill-type activities, you might want to re-read the section on adult learners (page 15) and re-evaluate what will be most helpful for your student. Your student probably has access to a state-funded ESL class where she can learn all about grammar, but you may be her only opportunity to practice Real English.

How Should I Speak to My Student?

Let natural speaking patterns guide you. Your speaking style is a model for your student. If your student knows little English, use short sentences and limit your vocabulary. You may need to speak more slowly, but repeat in your normal speaking style. You do your student a disservice if you make your English overly simple: Out in the real world, she'll have to understand quickly-spoken, slurred-together language. Also, shortened answers and brief questions are common in our speech: "Leaving?" "Yeah, see you at seven." Include both formal and colloquial speech in your lessons.

What Gestures Should I use?

A gesture can be any body motion that conveys meaning: A nod for yes or no; a shrug to say you don't understand; a facial expression that tells your student she's right or wrong; or a hand motion that indicates you want your student to repeat, listen, or answer a question. Gestures are silent language. They're useful at all levels because they allow the teacher to help students speak without always repeating for them. For example: When you want your student to answer a question, you can help by giving the first word of the answer and then gesturing to the student to continue.

Go ahead and try all kinds of gestures. They can help you communicate with your students when words just aren't enough. However, don't get too dependent on them. When you cup your ear and tell your student to listen, remember to eliminate your gesture one day and simply say, "listen." By then your student shouldn't need your signal to understand.

Remember that gestures can have different meanings in different cultures. For example, our "OK" sign is obscene in some cultures, and beckoning to come with a finger can be seen as condescending in others. You might want to include gestures occasionally as "vocabulary" items - introduce their meaning in American culture and practice their use.

How Should I Correct Errors?

Go easy on error correction, especially with low level students. It's much more important to encourage a free flow of English than to expect impeccable pronunciation and grammar. With a beginning student, as with any civilized adult, don't interrupt her for error correction unless you can't understand what meaning she's trying to get across. Then, you would ask a clarifying question: "Excuse me, did you mean last night?" or "I'm sorry, could you please repeat that?" Jot down in your lesson plan notes what errors you notice frequently, then design activities for subsequent lessons that address those.

More advanced students will want more error correction. With your student, decide on specific targets. Does she want to polish some pronunciation, or be more precise with verb tenses? You might come up with a small gesture, or hold up a cue card to indicate when you hear the error - then let the student correct the error herself. You might try taping some of your student's conversation, transcribing what she says, then let her go over the text to correct it for errors. Or she could listen to the tape herself and identify errors she wants to correct.

How Fast Should I Go?

You need to strike a balance between whizzing through a lesson versus a dragging pace that bores everyone. Your student is your best indicator about the pace of the lesson. Does she look bewildered or bored? Or do her eyes gleam with understanding, and is she making appropriate responses during the lesson?

You also need to vary your pace during the lesson. Be sure you have variety in your activities. Spend no more than 15 minutes of practice on a learning point, then change to another activity - like a pronunciation exercise or a few minutes of break. The type of activity can set the pace: Pronunciation exercises, games, warm-ups, and review activities are fast-paced and lively.

If your student can't keep up, back up and slow down. Going too fast is a common problem for inexperienced tutors. While the lesson seems easy to you, don't whiz through it. Remember how you felt struggling with the foreign language experience during the training!

Mix fast-paced activities with the deliberate segments of your lesson. A beginning student doesn't necessarily need a slow pace, but she won't have as many ways of responding. Be sure to pause and check that she understands.

What's the Main Goal?

The goal of language is not to reproduce precise grammar drills, but to **communicate**. Your warmth, acceptance, enthusiasm and genuine interest in your student create an atmosphere that fosters communication and breaks down barriers to learning. Remember to listen to your student. When you ask her a question, give her time to come up with an answer. Try to get her to talk as much as possible while you listen as much as possible!

How Do I Know She Understands?

Checking your student's understanding will help you adjust your pace and aim of the lesson. Each lesson needs some way to determine what the student has learned. We find that it's very easy to **assume** our students understand because they have learned our practice procedure. Then we forget to check the actual learning point.

A comprehension check doesn't have to be lengthy or a written test. Almost any classroom activity can check the student's understanding, as long as you aren't prompting or drilling the point. For example, to check if your student understands the meaning of "tall," you can use a picture with people of varying

heights and ask "Is she tall?" "Is he tall?" If your student answers correctly, she understands the vocabulary.

TPR (see page 42) is a handy comprehension check, as is any "real world" activity in which the student can demonstrate the newly-acquired competency by accomplishing a task, getting or giving information. You will also want to see the section on evaluating progress (page 87).

GETTING ACROSS A NEW LEARNING POINT

Each session with your student will consist both of reviewing known material and introducing and practicing new material. On page 77, you'll see how to assess what your student knows and needs to know, and how to select what to teach. Once you have decided on teaching goals, you'll be able to determine appropriate learning points for each lesson.

Always Start With Review

Every lesson should begin with some type of review. This is because the material you introduced the day or lesson before needs to be reviewed again if you want your student to retain it. Review is extremely important in all levels of learning. Learning is like a spiral - the same things keep coming around again at an increasingly higher level. One skill lays the foundation for another. Without review and use of language, a student will forget. Also, review gives the student confidence. She has proof that she has indeed learned English.

Review takes imagination on your part. The key is to use your materials in different ways.

> Have you already done question and answer drills with a stack of pictures? At the next session, have the student tell three things about each picture. At a later session, she can create a story or dialogue for one of the pictures.
>
> Did you introduce vocabulary using household items? Bring them the next time to use for a TPR activity. Give one student an item - she describes it to another who can't see it but must guess what it is. Have the student think of three questions about each item.

By reusing your materials, you will be assured that students will be familiar with the basic vocabulary. Remember, too, that you don't want review to drag - keep activities quick-paced and related to the student's interests.

Now You're Ready for Something New

After review, you're ready to introduce something new to your student. This might be new vocabulary, a new question form, a new verb tense, a new social interaction, or an abstract concept. Here are the basic steps to follow:

PRESENT You demonstrate the material. This could involve:

- bringing 3 - 5 items to teach vocabulary;
- acting out some verbs or two contrasting tenses;
- presenting a dialogue (by reading aloud, playing a tape, giving a written dialogue to a higher-level student);
- initiating a discussion.

PRACTICE Plan several activities that provide practice of the material. The second section of this book is full of ideas. Be sure that the activities are communicative - that is, the student isn't just repeating drills or structures by rote, but is using the language in a meaningful way, to give or get information.

APPLY This is more practice, but in a more realistic and personally meaningful context. For example, after learning food vocabulary items, the student might engage in a conversation expressing food preferences, or do a dialogue or role-play requesting those items at a restaurant, or go to a fruit stand to purchase the items.

Let's take a look at how this works in actual lessons. Under the general area of **Health Care**, there are many learning objectives. These might include:

The student will be able to:

- describe symptoms related to medical problems;
- call a clinic or doctor's office to make an appointment;
- read and understand directions for taking prescription medicine;
- give information orally regarding her medical history;
- fill out a personal information form that includes information about medical insurance and billing.

Choose a learning objective that is appropriate for your student's level - one that includes something unfamiliar and new, but builds or expands on what your student already knows. Consider what the student may need to review to prepare for this learning point. Next, decide on two or three activities you can use to teach your student the new learning objective. The first activity should **present** the new language to your student in a comprehensible way. Context is very important to convey meaning. The second activity should allow your student to **practice** the new language in a structured way. Provide some exercises that will give your student a chance to work with new material. The third activity should give your student a way to **apply** her knowledge: More practice in a realistic context.

Learning Objective for Low-Level Student:

The student will be able to describe symptoms related to medical problems.

Review The student already knows the grammatical form: I have, you have, he/she has, we have, they have.

Review this structure with a question and answer drill, using pictures.

Tutor: What does she have?
Student: She has a box.
Tutor: What do you have?
Student: I have a pencil.

(If the student knows the past tense form, review that also. But don't worry too much about grammar at this point: **You** can use the past tense when necessary, even if **she** hasn't mastered it.)

You may also need to review **hot** and **cold**. Have a glass of hot water and a glass of cold water to compare with a quick Total Physical Response drill:

Feel the water.
Show me the hot water.
Pick up the glass of cold water.

If you have covered time concepts in tutoring sessions, you might want to review so that you'll be able to ask your student about past symptoms.

Show me on the calendar when you went to Vancouver.
Did you go to the store yesterday?
When did your sister come to the U.S.?

Present You are going to present the vocabulary words **headache, cough, fever, stomachache,** and the question and answer, **What's the matter?** and **I have a . . .**

Bring appropriate pictures. Some textbooks have clear pictures of symptoms. Ads for over-the-counter medications may be useful. Your dramatic rendition of symptoms, however, may be the most effective presentation.

Show several pictures of a person with a particular symptom, or act out the symptom, saying, "I have a headache." Encourage the student to repeat new vocabulary as you introduce it. Once you have introduced two new words, check comprehension:

Who has a headache?
Point to the picture of the woman with a stomachache.

Practice

Once you have presented all the new vocabulary words, have the student practice.

TPR Point to the woman with a fever.
Show me how you feel when you have a headache.

Drill Tutor: What's the matter with her?
Student: She has a stomachache.

You might want to include a picture of a happy person, so you can contrast sickness with health. If you show the picture of the happy person and ask, "What's the matter?" your student may need to be supplied with the response, "Nothing. She's OK."

Apply

Depending on your student's English level, you can question her about symptoms.

Do you ever have a headache?
When did you have a fever?
Did your child have a stomachache in Cambodia?

This can be a good time for you to learn, too. Your student may be able to participate in a conversation about remedies for ailments or describe events associated with illness she has experienced.

If your student is at a very low level, your applied practice may be a simple dialogue. You can act it out initially with two puppets, or by supplying the voices for two pictures.

Ana: Ooh, I feel so bad.
Luci: What's the matter?
Ana: I have a headache.
Luci: Too bad. I'm sorry.

Have the student repeat each line after you. After a run-through or two, she'll be able to take one part or the other. Be sure to

give her the puppet or picture for her part. For some shy students, it's easier to speak for the puppet than for oneself.

Learning Objective for Higher Level Student:

The student will be able to call a clinic or doctor's office and make an appointment.

Review The student already has mastered: Telling time, dates, giving personal information orally, using the telephone, asking for repetition and clarification.

Plan review activities of these skills as needed.

Present Discuss with your student a picture that shows someone calling a clinic. What does your student think they are saying? Both you and the student can come up with a likely dialogue between the patient and clinic. Provide vocabulary as needed. Expand the dialogue to include appropriate questions and responses. Model the dialogue for your student (point to each person in the picture as you speak for that person, or use puppets). Check comprehension by asking your student what she heard, what's happening.

Practice With play telephones, practice the dialogue with your student. You play the receptionist's part. The student doesn't need to memorize the dialogue precisely, but just get the same meaning across. Remember, she can't count on the real receptionist to know the part as well as you!

Apply Discuss with your student her experience in going to a clinic or doctor's office. Role play the dialogue again, this time using real-life information and circumstances from your student. After giving your student a warning, you might try playing the receptionist as a grumpy or uncomprehending person, to help the

student learn appropriate skills to deal with that sort of situation. If appropriate, help your student call a real clinic and make an appointment.

Words to Teach By

We'll end this section with two truisms of teaching. You may have heard the first one from your mother:

"Practice makes perfect."

Practicing what you've introduced will take up the bulk of your teaching time. We've tried to include lots of all-purpose practice activities in the last section of this book. The same kinds of activities can be reused by plugging in new content.

The emphasis should be on communicative activities: Real-life language used to give and get information. Remember that, especially for low-level students, your major focus should be on listening and speaking rather than reading and writing. Even high level students who tend to become preoccupied with Good Grammar and Writing Everything Down can profit from tutoring time spent mostly on the basic oral-aural skills. Their time with you may be the only time they can converse with an American in a non-threatening, non-judgmental environment, practicing bold use of their new language.

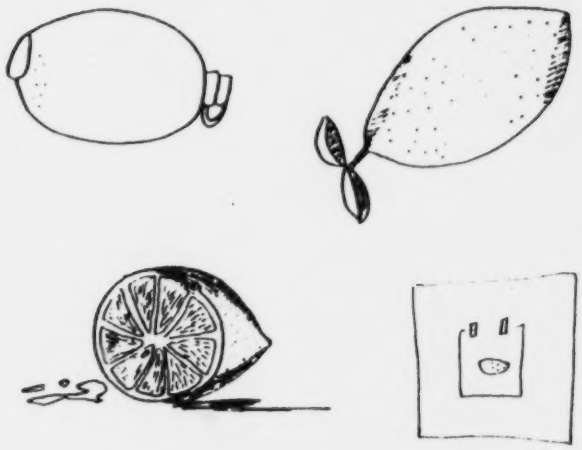
The final word of wisdom comes from the language-learning theorist Earl Stevik:

"Teach. Test. Get out of the way."

The idea is to shift the ratio of talk from the teacher to the student. Often what occurs is an opening up - that is, the student uses all the language she has learned up to this point and even some language you are unaware she has. This is ultimately your aim: To encourage your student to use the language and to use it in the Real World to meet her real needs.

VISUAL AIDS

When teaching the meaning of "sour" to your student, you could make faces and wrinkle your nose; however, she might just think you have indigestion. Instead, bring in a lemon and some sugar (as a contrast), and let the student **experience** "sour" as well. You'll be sure to get your idea across.



A lemon is real. It is something we can see, touch, smell, and certainly taste. A plastic lemon can also be used in this situation but, of course, it isn't real and therefore not quite as good. A picture of a lemon, unlike the real or plastic lemon, is only two dimensional and not always in color. Your student will have to learn to recognize picture or diagram representations of real things eventually.

Decide what is most appropriate to the level of your student. Try to use real things first, then models, and finally pictures and sketches. All of these are visual aids - things that improve your explanations and help you student understand. Visual aids bring clarity and meaning to a lesson, as well as a bit of fun.

A BOX OF STUFF

Many tutors have found it useful to haul along a box or bag of household items to tutoring sessions. The content will vary from lesson to lesson. Objects can be used deliberately as part of a lesson plan to:

- teach vocabulary
- be used in TPR (see page 77)
- be used as props for a dialogue

Objects can also be pulled out if a lesson drags, or to fill the last minutes of a session. Let your student select an object, or give her one and say:

- tell me three things about this
- make up a story about this

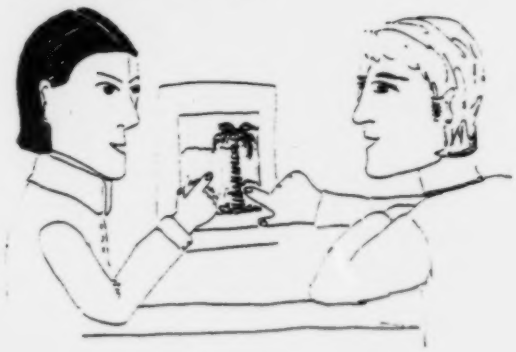
A PICTURE IS WORTH A ...

Pictures are some of the most useful and versatile visual aids you'll use in teaching. However, whether you use pictures from textbooks, magazines, or commercial ESL materials, not all pictures are good nor suitable for your needs.

What is an effective picture? Keep your learning point in mind when you choose a picture. The best pictures are in color and with no writing.

If you're teaching vocabulary, be sure the picture is simple, clear and unambiguous. It's helpful to show the item in several different contexts. For example, if you want to teach and practice the word **shirt**, bring a picture of a shirt alone, a shirt on a person, a blue shirt, a plaid shirt, etc.

If your goal is to stimulate conversation, select pictures that are high-interest: Pictures portraying people in your students' country of origin; people performing typical activities in the U.S.; pictures showing things you know your student likes, or situations she's encountered.



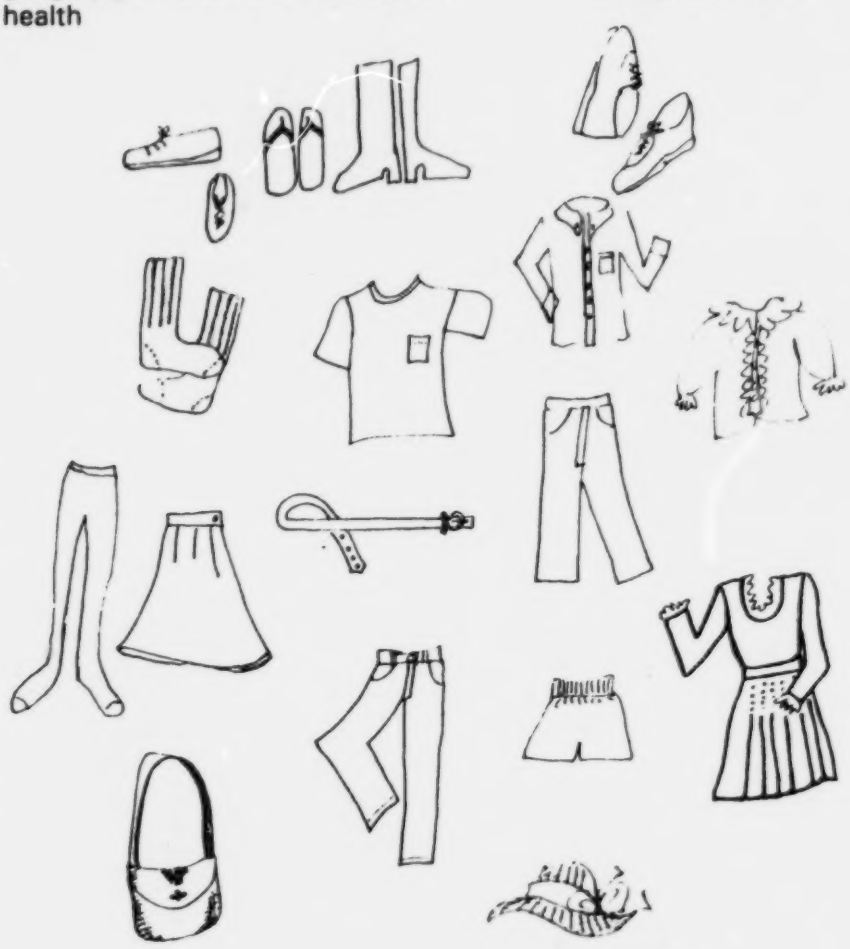
When you want to elicit language from the student (rather than presenting her with some specific vocabulary or structures), let her choose the pictures to use from an assortment that you've brought. Then you'll know it's something of interest to her.

PICTURE FILE

Since pictures play such an important role in teaching ESL, almost every teacher utilizes a picture file. Pictures can be gathered from magazines, catalogs, or old books you no longer want. Cut and paste on construction paper for use again and again. National Geographic magazines are especially good because you can find pictures of places and events familiar and of interest to your student.

When searching for good pictures, it helps to have a list of some of the categories of items and grammar points you'll be teaching. Below are some category ideas you may find helpful when searching for pictures.

actions
adjectives and contrasts
animals
body parts
calendar
cleaning items
clothes
colors
emotions
family
food
furniture
geographic features (beaches,etc.)
health
holidays
household appliances
jobs
locations (bank, market)
maps
places (rooms, porch)
recreation
safety
signs
telephone
time
tools
weather/seasons



ALL ABOUT QUESTIONS

One way to practice a new learning point is to use the question/answer technique. This is a useful technique because it can be used with objects, pictures, stories, dialogues, or just about anything you use in your lessons. Questions can also be used to test comprehension and to initiate conversation. You can use a systematic series of questions to assess informally the student's level of ability in English, both on your first visit and periodically over time.

There is an art to this technique. When the purpose of asking your student a question is to lead her to a specific answer, you must carefully frame your question. Even then, be flexible enough to accept an unexpected response! To lead to conversation, use open-ended questions that allow the student to express her opinions and experience. Remember to give your student adequate time to respond to a question - it may take her a few seconds to comprehend the question and a few more to retrieve an answer from her store of English. With all students, at all levels, questions can stimulate creative use of language. Encourage your student, from the very beginning, to **ask** questions as well as answer them. Do not consistently assume the role of questioner. In real life, it is the student who will have to formulate questions to get the information she needs.

At the simplest level, questions can serve as a drill. With a series of questions, you can have the student respond quickly, becoming accustomed to a grammatical structure or series of vocabulary words you have introduced.

Is she sitting?	What's he doing?
Is he walking?	What're they doing?
Are they cooking?	What's she doing?

There is a hierarchy of questions to keep in mind both as you practice specific learning points and lead your student into conversation. Begin with the simplest - yes/no - questions and work your way up the hierarchy as far as your student's ability will allow you to go. These questions move from the simple and concrete to the more complex and abstract or speculative. They also can move from the general to the personal.

Using the accompanying picture, here are some questions a tutor might ask:

Yes/No Questions

Is this a woman?
Is she the sister?
Is this a pan?
Is she cooking American food?
Is he happy?
Is the food on the table?

Either/Or Questions

Is this the son or daughter?
Is the woman sick or well?
Is she cooking or ironing?
Is her dress red or blue?
Is she standing or sitting?

Wh- Questions

Who is this?
What is she doing?
What time is it?
Where is the girl?
What are they saying?

Open-ended Questions

These require some conversational ability. They may look like Wh- questions, but they differ in the degree of speculative thinking required. Where the simpler Wh- questions remain on the level of factual reporting about the picture, the open-ended questions leave room for personal opinions.

What will happen next?
Why is the boy crying?
Where is the father?
Does the woman have more children? Why do you think so?

Personal Questions

After "warming up" her English on the more impersonal questions about the picture, the student may be ready to proceed to sharing personal experience.

> Do you have a family?
> What do you do when your children cry?
> Who takes care of the children when you get sick?

This method of questioning is an effective way of encouraging conversation as well as exercising the student's English, especially with a new student. By focusing on pictures or objects it is much easier to maintain conversation. The use of pictures and objects contextualizes the conversation and makes it easier for the student to understand.

TOTAL PHYSICAL RESPONSE (TPR)

"I hear and I forget. I see and I understand. I do and I remember..."

A popular and effective approach to teaching language, especially for low level students, is a method called Total Physical Response. The language of TPR, like the language of childhood, is in the imperative form. Imperatives, or commands, can involve your student in the learning process in a very non-threatening way. Unlike methods which require students to verbally produce the language immediately, TPR asks the student to understand and show comprehension by responding to a command with an action.

The TPR method is simple to use. Choose a focus that you want to work on and gather any props or visuals that you might need. Remember that TPR is essentially a listening activity. You will need the full attention of your student, so instruct her to watch carefully.

If your student is low-level, you will need to demonstrate your commands before you expect your student to respond. For example:

- Point to the ceiling.
- Point to the carpet.
- Point to the counter.

Your student needs to understand "point to" along with the vocabulary. Once she sees you doing the action with the command, she will begin to understand. Give a similar command and wait for her response. You may have to physically help her at first to give her the idea of what you want her to do. Add new vocabulary slowly along with new commands: Point to, show me, touch, etc. Soon you can mix them with familiar vocabulary:

- Point to the ceiling.
- Good, now show me the carpet.
- Where's the counter? (she can point)

Continually review and integrate material you have done previously. After several sessions, you will discover your student understands a great deal of language.

For higher level students you can make your commands longer and more complicated:

- Go to the window that's next to the door.
- If it's open, close it.

TPR can be a clear comprehension check which shows you that your student understands new vocabulary and structure:

- Show me the green pencil.
- Now show me the blue pencil.

TPR can be used to introduce, practice, or review language:

- Put the pencil in the book.
- Put the pencil under the book.

TPR can even be used as a literacy review. Rather than manipulating objects, the student can follow directions about flash cards.

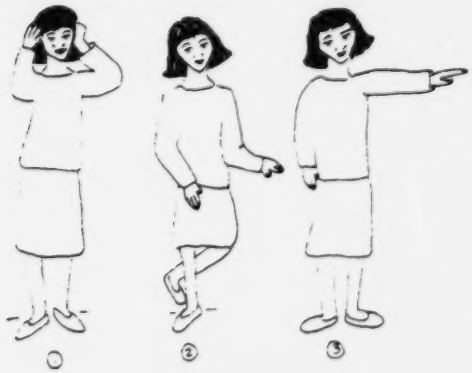
- Put the "A" after the "C".
- Put "apartment" next to "kitchen".

By combining 2 or 3 commands, TPR can prepare your student for job situations and training programs:

- Go get the large bucket and fill it with water.
- Before you fill out the form, get a new pen from the box.

And, finally, TPR naturally expands into situations where your student gives you commands. From this exercise, she will not only practice using English in a meaningful way, but gain confidence. If you have a group of students, TPR can be a fun and stimulating way to warm up, pick up the pace of your lesson, or just get your students to focus on language by giving one another commands.

By using TPR to direct the student in doing a simple task (e.g., changing film in a camera, sewing on a button), or by having one student direct another in some activity, you're laying groundwork for listening and attending skills that will be helpful in job situations.



PRONUNCIATION

Vietnamese students tend to have the greatest problems with English pronunciation. For these students, all well as some other language groups, ask your coordinator for a CAL (Center for Applied Linguistics) Guide for specific drills to improve pronunciation.

What Is Pronunciation?

Remember RIPS: Pronunciation includes Rhythm, Intonation, Pronunciation (or articulation), and Stress.

The goal of pronunciation work is to increase understanding. Your student will probably always have an accent in English. You only need to work on problems which hinder the student from understanding or being understood.

Guidelines for Pronunciation Activities

- **Do pronunciation work in short doses.** Maybe about ten minutes per lesson - it can be tiring for the student. If your student has great difficulty with pronunciation, try doing a three-minute game or drill two or three times during the lesson, between other content activities.

- **Make a target list of problems sounds.** As you converse with your student, note which sounds give her the most difficulty - plan drills for these. Work on one or two sounds per lesson.

- **Be sure the student can hear the difference between sounds before trying to reproduce them.** Design listening activities so that she can practice and demonstrate hearing the difference between two similar sounds.

- **Comprehension is not an objective.** Explain that you are working on the sounds of English, then you'll avoid getting hung up on explaining the meaning of all the words in the drills.

- **Practice the sounds wherever they occur.** The student may master producing the sound at the beginning or end of a word, but still need practice reproducing it when it's within a word.

- **Stick to your target.** If you discover other pronunciation problems during the lesson, make note of them, but don't try to work on them until a subsequent lesson.

↪ **Speak normally.** You are preparing your student for real conversation in real life: Use a regular tone of voice, rate of speech and pronunciation.

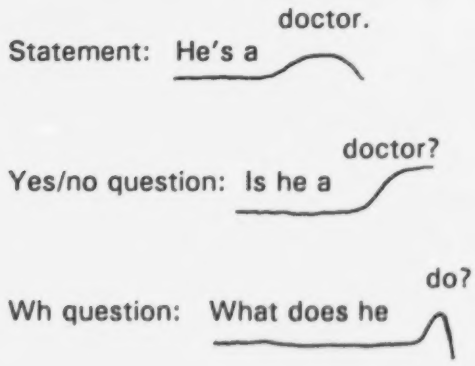
How Do We Work on Rhythm?

Rhythm is the music of a language. Listen to a popular song with your student, go over the vocabulary, discuss the social context and cultural overtones, get a language experience story from the student about a similar situation she's been in, then for your pronunciation practice, just sing along with the tape or record.

If you've been doing some drills to practice, for example, colors and clothing, select one or two grammatical structures to reuse as pronunciation drills. Show your student by simple scat singing (di di di DAH duh) or clapping your hands (clap-clap-clap CLAP clap) the rhythm of the sentence (I have a red shirt). Then plug in different vocabulary items, clapping along to emphasize the rhythm (He has a blue tie, I have some brown shoes, you have a green dress). Then try another structure with the same rhythm (I like warm coats, I like long skirts), or a slightly different rhythm (DAH di di DAH duh): Who has a black suit?

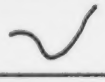
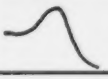
How Do We Work on Intonation?

Intonation is the rise and fall of the voice. English, as many languages do, has characteristic intonation patterns.



Demonstrate the pattern to your student, then read some sentences and questions to her to see if she can identify the pattern of each.

Here are some typical patterns and their usual meanings:

Low Fall	High Fall	Low Rise	High Rise	Fall Rise	Rise Fall
					
affirmative	enthusiasm affirmation	query politeness	surprise disbelief	doubt hesitation	sarcasm humor

Give your student examples of two or three patterns. Try humming the intonation without words, too. Practice, with the student, saying some "social noises" type of words in various intonation patterns: Excuse me, oh dear, what a shame, wow, gosh, etc.

Make up a dialogue where the meaning changes according to the intonation used on the various response words.

A: I got a letter today.
B: Oh?
A: It's from my friend in California.
B: Hmmmm.
A: She's coming here and wants to meet you.
B: Oh.

How Do We Work on Pronunciation/Articulation?

This involves the physical arrangement of teeth, tongue, lips and the vocalization or non-vocalization of sounds. Minimal pair drills are helpful in practicing articulation. A minimal pair is a pair of words which differ in only one sound:

done/ton had/hat
die/tie bead/beat

Be sure the student can hear the difference between the sounds. Begin with a listening activity to be sure she can discriminate between the two sounds. For example, have her write the numbers "14" and "40" as you say them to demonstrate she hears the difference. Or, she might point to an appropriate picture when you say "ship" or "sip" to show that she can discriminate between the beginning sound of each word. Or, you might have her hold up a red card when she hears the "th" sound and a blue card when she hears "t."

The CAL Guides have numerous minimal pair drills specific for problem sounds for speakers of your student's native language. Or, you can make your own list, based on your student's target list of problem sounds.

Begin with practicing continuity. You repeat several words with the target sound, then the student repeats:

done, die, do	bad, bead, rude
ton, tie, to,	bat, beat, root

Then, work on contrasts. Say each minimal pair twice, then have the student repeat once.

done/ton	bad/bat
die/tie	rude/root

Tongue twisters containing the target sound can be a fun and challenging to practice pronunciation.

How Do We Work on Stress?

The location of stress within a word is important in English. The content of our days is different from the content we feel at the end of the day. Likewise, the student who works to increase her vocabulary gives the appearance of being less fluent, and is less understandable, than one who studies vocabulary. You can help the student practice correct stress by noting which words are difficult for her. Then group those words together according to which syllables are stressed, and practice them in a simple repetition drill. For example:

bigger	hello	interrupt	daffodil
after	attack	refugee	similar
picture	require	volunteer	medical
season	concern	understand	probably

The location of stress within a sentence can change the meaning. For example, try saying, "Can I have a glass of orange juice, please?" several times, each time stressing a different word. Do this with your student and discuss what is implied each time. Helping her become aware of the function of stress in English can help her get more meaning across when she's speaking. Generally, we stress nouns, main verbs, and auxiliary verbs (when they're in short answers, e.g., "Yes, I do"). We don't usually stress pronouns, conjunctions, articles, prepositions, or auxiliary verbs (in statements).

We also use stress for correction. For example, maybe your student has learned to say, "I live at 4618 East 44th Street." In a role-play, ask her, "Do

you live on 45th Street?" She then learns to respond by stressing the third syllable of the street number ("No, forty-fourth Street"). This way, her correction is more likely to be understood.

Should the Student Read the Words in the Pronunciation Drills?

Students - especially ones who have had formal education in their home countries - are sometimes not convinced they're studying unless they have a book or paper to take home with them. But to improve your student's pronunciation, she must first be able to hear the differences between similar sounds. Once she can do that, she can begin the physical work of producing the sounds. You're not helping her by giving her a list of words during the lesson. She may only see the difference on paper but not learn to hear the sounds.

Once you have introduced and practiced the new sounds and patterns orally/aurally, you might want to give a copy of the drills to your student to take home and practice by herself. If you also tape the pronunciation section of the tutoring session, she will be able to listen to the tape as she reads the drills at home, giving her additional practice in hearing the correct sounds, hearing her own pronunciation, and learning to self-correct.

LITERACY FOR THE ESL STUDENT

When we and our students learned to speak, we first had to learn sounds, then assemble individual sounds into words, and finally learn to put these words in a certain order to make sense. Each of the three components was mastered along with the others.

We learned how to do this because we had plenty of "comprehensible input." That is, we heard things that had meaning to us, so we could take that input (or at least fragments of it), and turn it around for our own use. Learning is an ever increasing spiral - we use whatever we already know to acquire more knowledge and skill.

For a student to become literate, the written word must become more than sound, must become as comprehensible as the spoken word, and writing becomes a mode of self-expression. Literacy is best acquired through a process parallel to that of spoken language acquisition. Reading is a complex process that requires the reader to integrate a variety of cues:

- graphic - symbols corresponding to sounds
- semantic - meanings in individual words
- syntactic - arrangement of words into meaningful groups

Just as with spoken language, the reader must have comprehensible input. She must be learning to read things that already have meaning, interest, and relevance to her. Likewise, the student's own past experience and current knowledge of the language must be used as the foundation for building more skills.

As you introduce your student to literacy, keep in mind the idea of an interlocking puzzle. One piece has no meaning unless connected to another part. As you teach the alphabet, embed those letters as soon as possible in the context of words that are meaningful to your student. Put those words in language structures, phrases, or sentences that your student can use in daily life. Be sure that the conversation you have, and the reading the student does (whether from a textbook, passages you have written for a tutoring session, or transcribed stories told by the student), are of direct relevance to the student's life. Teach written language which is already comprehensible to the student in the spoken form.

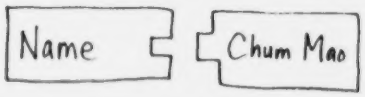
THE ALPHABET: NAMES, SHAPES, AND SOUNDS

Begin with a song - many of us still hum a few bars of the alphabet song when we're alphabetizing things. It's a good way to ease the rote memorization required. Then students need to recognize letters as the same or different from each other. The literacy workbook your coordinator can provide has many pages devoted to letter discrimination and to copying. As a class time activity you can set out a few cards, a different letter on each, and say the names while the student selects the appropriate card. Continue with more "TPR" by saying, "Put the 'c' on the p." "Put the d under the table." etc. For more practice, try Alphabet Brainstorm on page 186.

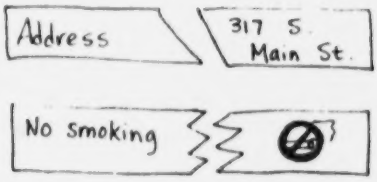
SIGHT WORDS

Simply for survival there are words your student needs to learn to read early on. As you learn about your student's daily life, become aware of printed words to which she must respond appropriately. She can memorize these as she memorizes oral phrases. You can "tag" these words at first with color or picture cues to aid in the memorizing process.

- Write the words and a symbol of their meaning on cards and make a game of matching them.



- As the student increases her repertoire, she can keep a dictionary (see page 137), or you can make a wall chart of important vocabulary words. Use a large sheet of paper that can be unrolled at tutoring sessions for easy reference. You or the student writes each new word and an accompanying picture representation. For more practice, try Concentration (page 180), Matched Pairs (page 141), or Go Fish (page 181).



You don't always need to stick to phonetically simple words. Students can gain from work with high-interest or emotion-laden words of their choice. These words will emerge as the student describes her life experiences to you, or asks you for vocabulary to describe a picture she likes.

- First write the new word on a card. The student can then use it in a spoken sentence, brainstorm related words, draw a picture to illustrate it, or hang it on the wall for casual study.

- For further practice you can write a sentence using that word and read it aloud. The student finds and circles the target word. As you accumulate word cards, they can be shuffled and drawn for "play", requiring one of the above responses.

Many of the practice activities starting on page 137 and the games starting on page 177 will reinforce newly-acquired literacy.

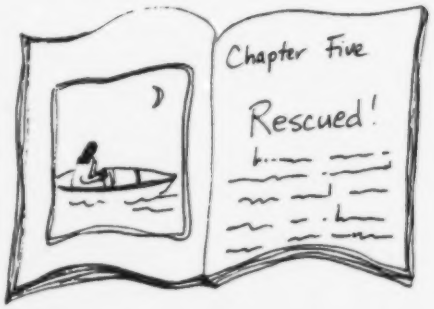
READING SHORT PASSAGES

Now and then you might write a very short passage for your student to read, made up of words familiar to her.

- Have her underline every word she knows. This is much easier on the ego than highlighting what she doesn't know.
- Define and illustrate the unknown words.
- To check her comprehension, have the student re-tell the passage in her own words.
- Have her tell three things or ask three questions about the passage.
- Ask her to predict what might happen after this story, or create a possible dialogue between characters in the story.
- Low-level students can draw pictures or act out portions of the story to show their comprehension.

All these activities should be easier for your student than having to comprehend and form answers for questions you might make up.

ANTICIPATION EXERCISES



Anticipation exercises can be used with any level student. These exercises are sometimes called "pre-reading" activities because they are begun before the student starts to read a passage. The purpose of anticipation exercises is to involve the student, her ideas, and background as much as possible before she begins reading. The student is encouraged to make guesses about the topic and to draw on her own experience related to the topic. These exercises also encourage the student to think about vocabulary that might be encountered in the passage.

With any reading passage:

Read the Title Ask, "What do you think this book/story/ article/paragraph will be about?" Brainstorm as many possibilities as you can.

Look Look at illustrations, photographs, captions, the table of contents, headings. For each one ask, "What do you think is happening? What do you think will happen next? Has this ever happened to you? Has this ever happened to someone you know?"

Skim Quickly go over the passage. Read the first sentence of every paragraph, the first and last paragraphs. "What have you learned? Now what do you think it will be about? What questions do you have about the topic?" This can also be a place to discuss key vocabulary words with the student. You or the student can identify difficult words, then look them up in a dictionary (Longman's **ESL Dictionary** is better than a bilingual one), discuss them, or scan the passage and try to get the meaning from the context.

Read After all the above activities are finished, read the passage. Read for meaning.

Respond "What meaning did you get from the passage? Were your questions answered? What questions do you have now? Was there anything you don't agree with in the passage? What more would you like to know? Do you need to do other reading background, or are you interested in reading further about this topic?"

Reread Read again, more carefully. As you read, think about your questions and what the author is trying to say.

Following these steps will provide structure to lessons revolving around reading and will also provide practice in speaking and listening during reading lessons. Responses to the passage can also be written if this skill needs to be practiced too.

In general, this technique will get the student to focus more on making predictions about the passage before she reads as a way of fostering involvement with the passage. A variation of this questioning technique involves having the student read the passage in short increments. Each time the student stops, ask, "What will happen next? Why do you think so?" Only after predictions are made should the student continue reading.

LANGUAGE EXPERIENCE APPROACH (LEA) FOR READING

What do you do once your student can recognize and print the alphabet and a limited range of words? It is difficult to find reading material that is both interesting to your adult refugee student, and uses her limited range of English.

The Language Experience Approach (LEA) uses the student's own spoken English as her first "text" for reading. Because listening and speaking skills should develop before reading and writing skills, this approach emphasizes oral conversation and development of a story before it is read by the student. Your student's exact words, despite problems of style or grammar, become her first reading material. In this way, she can make the direct connection between meaning and the written word. She will find the subject of the stories relevant and develop a pride in producing her own work.

- Engage your student in conversation about an activity, experience, or picture. The idea is to get the student talking so that she can develop a story or description using the full extent of the English she has. This is not a time for the tutor to teach a new lesson. Your student's first stories may be only three or four sentences. That's fine. Ask her basic What, Where, When, and Who questions if she needs prompting. Write down her words exactly. Do not correct grammar mistakes or awkward English. Your objective here is reading skill. You can address grammar problems at another time.

- Next, read the story aloud while your student listens to what her own words sound like, while "reading" silently along. If she wants to change or add anything, record that carefully as well.

- Now the two of you can use the text for several reading exercises such as underlining key words, circling all words that begin with a particular letter, cutting the story into parts and re-assembling it, asking each other questions about the story, and so forth.

Soon your student will have the story nearly memorized. She will be able to successfully read it aloud on her own. Copying certain words, or the whole story, will then be a meaningful exercise. Consider trying personal dictionary and journal projects (see pages 137 and 151), as well as creating hand drawn illustrations to round out your practice with her story.

In the following months, as your student's language skills improve, she might want to return to her earlier stories and correct them herself. Also, you can

provide more reading material for her by writing a summary of your longer conversations, or the two of you could collaborate on some stories and folk tales. The new vocabulary that your student needs to learn for these stories will at least be familiar concepts in her own language.

PROBLEM-POSING

What's the Background?

Problem-posing is a technique borrowed from the work of Paulo Freire in Brazil. During the 1960's, Freire was in charge of a national literacy project with the goal of bringing literacy skills to the millions of illiterate Brazilians living in the countryside and in the slums of the cities.

Freire insisted that education which did not lead to change was not education at all. To be a human being is to perceive oneself as a cultural being distinct from the world of nature with the capacity to act upon one's environment and change or transform it. To feel unable to transform one's environment is to be defeated or oppressed. Change may occur as the result of one's individual effort or as the result of cooperation with others. In the ESL classroom, the American ethic of self-improvement through work and the Freirean notion of the transformation of society through class struggle can combine to bring changes in the lives of refugees.

The restructuring of the classroom, the insistence on the performance of real tasks on matters of urgent concern, the gathering of topics from the lives and circumstances of the students - all these are influenced by the work of Freire, and all are effective ways to acquire real language.

How Do We Use The Method?

There are many ways, but generally we begin with a "code". A code is a picture, a role-play, a skit, or a story that contains problematic elements of the students' lives. A class of Mien refugees living in a tough inner city neighborhood, for example, might be shown a simple line drawing of a woman looking out her window at the street below, where a group of men are gathered. Through careful questioning techniques the class or the student would be led through a discussion of the picture in which they would first describe what they saw, then look for and identify any problems in the picture. If the code was the correct one for the group, it would

eventually come out of the discussion that the woman was afraid to leave her house because of the street crime, and indeed was also afraid within it.

Students would be encouraged to share personal experiences around this issue, and then to try to understand the reasons for the situation in a broader social context. Why are things as they are? And finally, what can be done about it? Perhaps the people in the class would feel that the best solution to the problem was to make enough money to move to a safer neighborhood. Perhaps in the meantime, they need to talk to landlords about security systems, look out for each other more carefully, organize a block watch, or request a stronger police presence in the neighborhood. The class would be encouraged to deal with the issue, and along the way, they would be acquiring critical thinking skills, English, and overcoming an attitude of passivity. The message is that they can do something - that if they don't, no one else will.

Do We Have to Focus on Problems?

This method rose out of the realization that literacy, and associated critical thinking skills, can bring consciousness raising and empowerment to those whom Freire saw were living in a "culture of silence," without access to tools for changing their lives. For refugees who may feel defeated and beaten down by an alien system, this teaching technique can provide tools for re-building self-esteem and working toward self-sufficiency.

Your student is experiencing daily the full-speed collision of cultures. This can be simultaneously exhilarating, frightening, bewildering, challenging, exhausting, humorous, and life-threatening. Anything you as a tutor and friend can do to help her become more aware of what's happening to her, and help her identify points of culture conflict, will begin to ease her transition as she struggles to learn the new culture, while maintaining cultural identity and integrity.

Although there are often problems (around which you can build a Freirean code), that arise when two cultures come in contact with each other, it's possible that as you discuss cultural differences with your student, many interesting topics will come up that don't necessarily involve a problem. In that case, instead of defining a problem and proposing solutions, she will identify cultural differences (helping her become aware of the different assumptions and behaviors in her and U.S. cultures), and express preferences.

SEQUENCE OF QUESTIONS	PURPOSE	EXAMPLE
Identify elements, describe.	The student uses her language to label her environment.	• What do you see in the picture? • Who are the people? • Where are they? • What are they doing? • How do the people feel? • What are they thinking? • What else do you see?
Identify the problem. or	Recognizes situations.	• Is there a problem? • Who has the problem? • Is there a different problem for different people in the picture? • How do the people feel about the problem?
Identify cultural differences.	Is aware of the cultural context of events.	• How do Americans do (or feel) about this? • How do people in your country react? • What's different about the way you handle this situation here and in your own country?
Relate to personal experience.	Makes the language of the lesson relevant to her own life.	• Have you ever been in this situation? • Do you know anyone who has had this problem? • How were these situations like the one in the picture? • How were they different?
Identify context - how the personal experience fits into a larger perspective.	Develops and exercises critical thinking skills, using her experience to determine causes and generalize information.	• Why is there a problem? • Do all people have this problem? • Is this a problem in every country? • How is it different in your first country and in the U.S.?

SEQUENCE OF QUESTIONS	PURPOSE	EXAMPLE
Propose solutions or Express preferences.	Uses her knowledge and experience to influence her environment.	• What can the people in the picture do? • How can we solve problems like this? • Which way do you prefer to handle this situation? • What do you like (or not like) about this?

SUGGESTIONS FOR CODES

Remember, codes can be pictures (from magazines or simple line drawings of stick people), a short paragraph you write describing a situation, a dialogue (that the student reads or listens to on tape), a conversation about something the student or you has seen or experienced, or an object of relevance to the student.

CONTENT OF CODE	IMPLICATIONS
Woman at doctor - with kid translating.	Complications that occur in health-delivery system; tension between generations due to responsibility put on child; differences in health care in U.S. and native country.
Angry landlord at door of apartment or with clogged sink.	Responsibilities of landlords and tenants; communication problems; complications of modern technology.
Lots of relatives over for a visit.	Differences between U.S. and student's culture about hospitality and responsibility.
Bumping another car's fender in a parking lot.	Legal responsibilities; insurance.

CONTENT OF CODE	IMPLICATIONS
Filling out form at welfare.	Learning the welfare process; issues of unemployment.
Eating lunch separately from fellow employees.	Social expectations of co-workers; accepted behavior on the job.
Mom finds lipstick, cigarettes, or other contraband in kids' room.	Generational conflict; different expectations for children in different cultures.
Kids alone in house with matches or lighter.	Safety; child care.
Kids playing in field while parents pick berries.	Child care; work.
Funeral, meeting with funeral director, cemetery.	Differing customs surrounding death; how to arrange what you want.
One kid bullying another on playground (taunting, grabbing toy, pushing).	Child-rearing issues; racism.
Boss yelling at worker.	Differing supervisory behaviors; assertiveness.
Shelf of traditional medicines at Asian market.	Differing theories of health; access to preferred treatment.

TALK TIME

Talk Time is designed to help refugees practice conversational English, to let them meet and make friends with American mentors who can explain U.S. customs and provide tips and advice on any number of topics ranging from health care to job opportunities. Talk Time bolsters the refugees' self-confidence in using English and interacting with Americans.

Some Community House-trained volunteers work exclusively in Talk Time settings, and some who act primarily as tutors have found that Talk Time activities can be an enrichment to the tutoring sessions. Talk Time is a student-centered activity: no one assumes a teacher role. Instead, the emphasis is on friendship roles where knowledge, cultural information and opinions can be shared .

Objectives

Talk Time provides a non-critical, low-risk, supportive environment for limited English speakers to:

- practice the English language skills they have learned;
- exchange cultural information and experiences;
- gain an awareness of their community.

Talk Time offers volunteers the opportunity to:

- support a non-native speaker's use of English in a social setting;
- exchange information and experiences of other cultures;
- help newcomers connect with the community;
- help newcomers feel more comfortable around Americans.

Format

A topic is selected for each Talk Time session. Conversation questions, related songs, materials, and possible activities can be assembled before the session. A related field trip might be planned. During the session, care should be taken that both partners - the newcomer and the American - ask questions and

contribute to the conversation. All the "props" are there simply to provide a focus for the conversation, to help get words flowing.

The format shouldn't limit the learner's efforts to communicate or make the volunteer feel she is responsible for her partner's learning process. Rather, it is designed to foster free-flowing conversation.

Each language learner will have limits as to how effectively she can express ideas. The goal of Talk Time is to generate as much conversation as the newcomer can manage using the English she has already acquired. Further communication is achieved by pictures, gestures, drawings, mime, smiles, and great intuitive leaps!

Tips for Encouraging Conversation

Anything that helps communication is okay.	Pictures, gestures, facial expressions: be creative!
Don't worry about "correct" English.	Focus on communication.
Laugh!	Humor eases nervousness and increases communication.
Be patient.	Wait 3-5 seconds after asking a question.
Rephrase if necessary.	Ask the student what she did understand - use that as a basis for rephrasing.
Encourage the student to ask questions.	Let her control the conversation as much as possible.
Be honest if you don't understand.	Ask clarification questions.

Suggested Activities

We include here a few topics and possible activities and materials. Remember that Talk Time can cover any topic that can be talked about and can be

adapted to any student's level of English. These suggestions include a wide range of abilities.

TOPIC: ANIMALS

Materials:

Animal crackers
Toy animals
Pictures of animals
Items made from animal products
Children's books about animals - real animals or fables
Real animals (bird, gerbil, etc.), and materials for their care
Playdough

Conversation Questions:

↪ Draw a picture (or use playdough to make models) of farm animals in your country.

What do you feed these animals?
What value do they have for you (food, work, other)?
Where do they sleep?
Who takes care of them?

↪ Draw a picture (or use playdough to make models), of wild animals in your country.

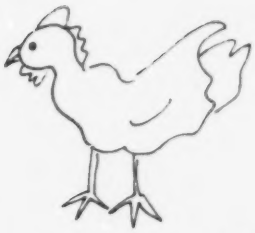
Which ones are dangerous? Why?
Which ones are common?
Which ones have you seen? Tell me about a time you saw one.
Where do they live?

↪ Draw a picture of a story about an animal. Tell the story.

What animals did you have when you were a child? What did you do to take care of them?

Have you ever killed an animal? How? Why? Who kills animals in your country?

What animals do people eat in your country? What animals shouldn't be eaten?



What parts of the animal do you eat? What do you do with the rest of the animal?

How do you like to prepare meat?

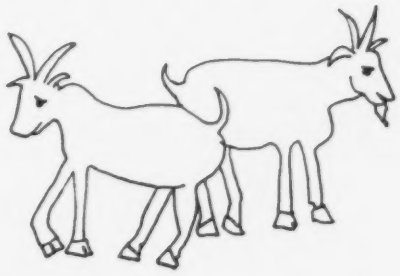
Have you ever had a pet? What are the good things about having a pet? What are the bad things?

What animals do you have in stories from your country? Can you tell me an animal story that you heard when you were a child?

What is your favorite animal? Why?

In English, a dog says, "bow wow" or "woof." What do animals say in your language?

Activities:



- Take a field trip to:

  the zoo
  a pet store
  a farm

- Have an animal show

  make animals from paper or playdough - describe them

- Invite a speaker to talk about the care of animals or hunting laws

Songs:

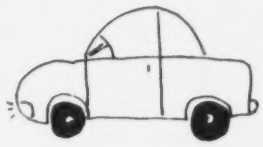
Old MacDonald Had a Farm • The Animal Fair • Three Blind Mice • Baa Baa Black Sheep • The Bear Went Over the Mountain • Teddy Bears' Picnic • How Much is That Doggie in the Window?

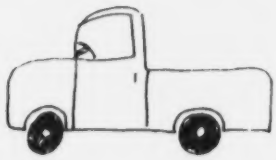
TOPIC: TRANSPORTATION

Materials:

Pictures of different ways to travel
Toy vehicles
Items to take for a trip in the car
Contents of the glove compartment

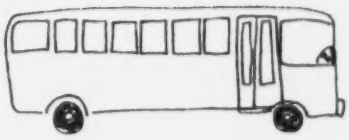
Items to take for children on a trip
Simple car repair items (oil, filter, belt)
Maps
Bus schedules





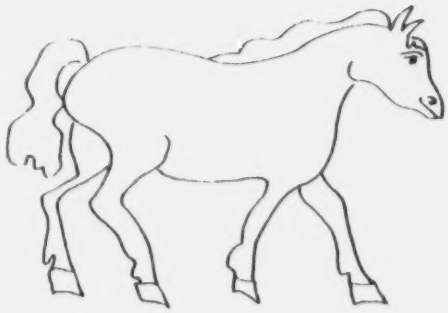
Conversation Questions:

↪ Walking



Do you like to walk?
Where do you walk in the U.S.?
Where did you walk in your native country (or ten years ago?)
Where did you walk when you were a child?
What problems can happen when you're walking (physical disabilities, muggings, etc.)?

↪ Animals



What animals can people ride in your country?
Who rides animals?
What animals have you ridden?
Would you like to take a long trip by elephant/horse/camel?

↪ Cars

If you could have any kind of car, what would you like (van, sports car, truck, etc.)? Why?
What do you take in your car when you travel?
What's good about having a car? What's bad about having a car?
What do you take on a trip for children in the car?
What do you do if your car breaks down?

↪ Bus/Public Transport

Have you ever ridden a bus?
Where do you take the bus? How do you find out which bus to take?
What are the advantages and disadvantages of bus riding?

↪ Etcetera

What jobs are connected with transportation?
Would you like any of those jobs? How do you prepare for a job like that (mechanic, driver, etc.)?
Do you like air travel? Why or why not?

Activities:

- ↪ Identify and sort the items brought along (listed under Materials)
- ↪ Read a bus schedule and map
- ↪ Visit a museum to see transportation exhibits
- ↪ Take a bus or ferry ride
- ↪ Go canoeing
- ↪ Find locations on a map, plan a route

Songs:

Volga Boat Song • Daisy (Bicycle Built for Two) • Jingle Bells • Happy Wanderer • Row, Row, Row Your Boat • In My Merry Oldsmobile

TOPIC: FRIENDSHIP

Materials:

Pictures of friends from magazines
Pictures of your own friends
Children's books about friends

Conversation Questions:

Do you have a best friend? Tell me about her/him.

Who was your friend when you were a child?

What kinds of things do you do with your friends?

What kinds of things did you do with your friends five or ten years ago?

Draw a picture of you and a friend doing something. Discuss.

When do you want to be with your friends? When do you want to be alone?

Is it better to have a lot of friends or a few friends?

What do male friends do together in your culture?

What do female friends do together in your culture?

How do you know when someone wants to be your friend?

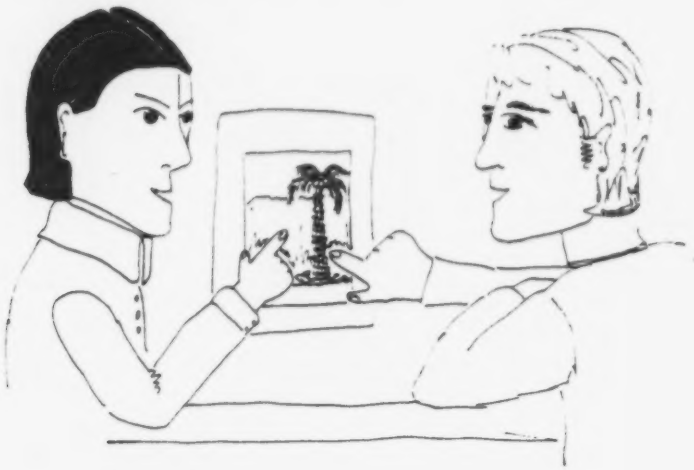
Where can you meet new friends?

Activities:

- Make a mural of things people do with friends (original art, or make a collage from magazine pictures)
- Read a story about friends
- Make a list of things (preferably free or low-cost) that can be done with a friend in your community

Songs:

The More We Get Together • Make New Friends, Keep the Old • Getting To Know You • You've Got a Friend



WARM-UP ... BREAK ... CLOSING ACTIVITIES

These are the less structured parts of your lesson. Both of you can relax during an informal opening or a change-of-pace activity. Here are some ideas to start you thinking about what your special student and you might enjoy.

WARM-UP

- Review greeting ("Hello, how are you?, etc.).
- Practice variations on greetings ("What's new? How's your family?").
- Exchange compliments ("You look nice today. I like that dress.").
- Discuss the weather.
- Ask questions about her daily activities.
- Have her describe a familiar picture or action.
- Ask her about "yesterday" ("Did you come to school?", etc.).
- Review the days of the week, months, or seasons.
- Give a short, familiar dictation or pronunciation drill.
- Ask the student to complete the following sentences:

  - A good thing that happened to me last week was ...
  - A bad thing that happened to me last week was ...

  Give the student a minute to think of the responses. Also, complete the sentences for yourself. Discuss these events with your student.

- Have the student tell you ten sentences about herself that begin with "I am ...".
- Tell an anecdote about:

  - A decision you made this week.
  - Something you did that made someone happy.

- ↪ Something you did that made yourself feel good.

Compare stories with your student.

- Have your student express preferences and discuss why. You can use a written list or picture cues. Examples:

  - ↪ Would you rather live in the city or the country?
  - ↪ Would you rather have lots of money or lots of land?
  - ↪ Would you rather have a large or small family?
  - ↪ What do you like to do on your day off?
  - ↪ Where would you like to go on a trip?

  You could use pictures to get this idea of similarities and affinities off the ground. Examples:

  - ↪ Are you more like the mountains or the sea?
  - ↪ Are you more like a bird or a tiger?
  - ↪ Are you more like a sailboat or a speedboat?

BREAK

- Take a walk around the block, backyard, or house. Point out new objects or have the student ask about unfamiliar things.
- Have coffee or tea. Talk about food preferences.
- Bring some new or typically American food for your student to try. Don't be offended if she doesn't like it though.
- Bring pictures of your family to show her. Tell her a little about yourself.
- Have your student teach you a few words or numbers in her native language, or show pictures from her native country.
- Play a simple game like dominoes, tic-tay-toe, or cards.
- Get up and stretch. Do some exercises.
- Teach your student a specific activity like knitting, carving, sewing, or carpentry. Bring in something you have made and tell about it. Ask about your student's interests and hobbies. You may find you have a common interest.

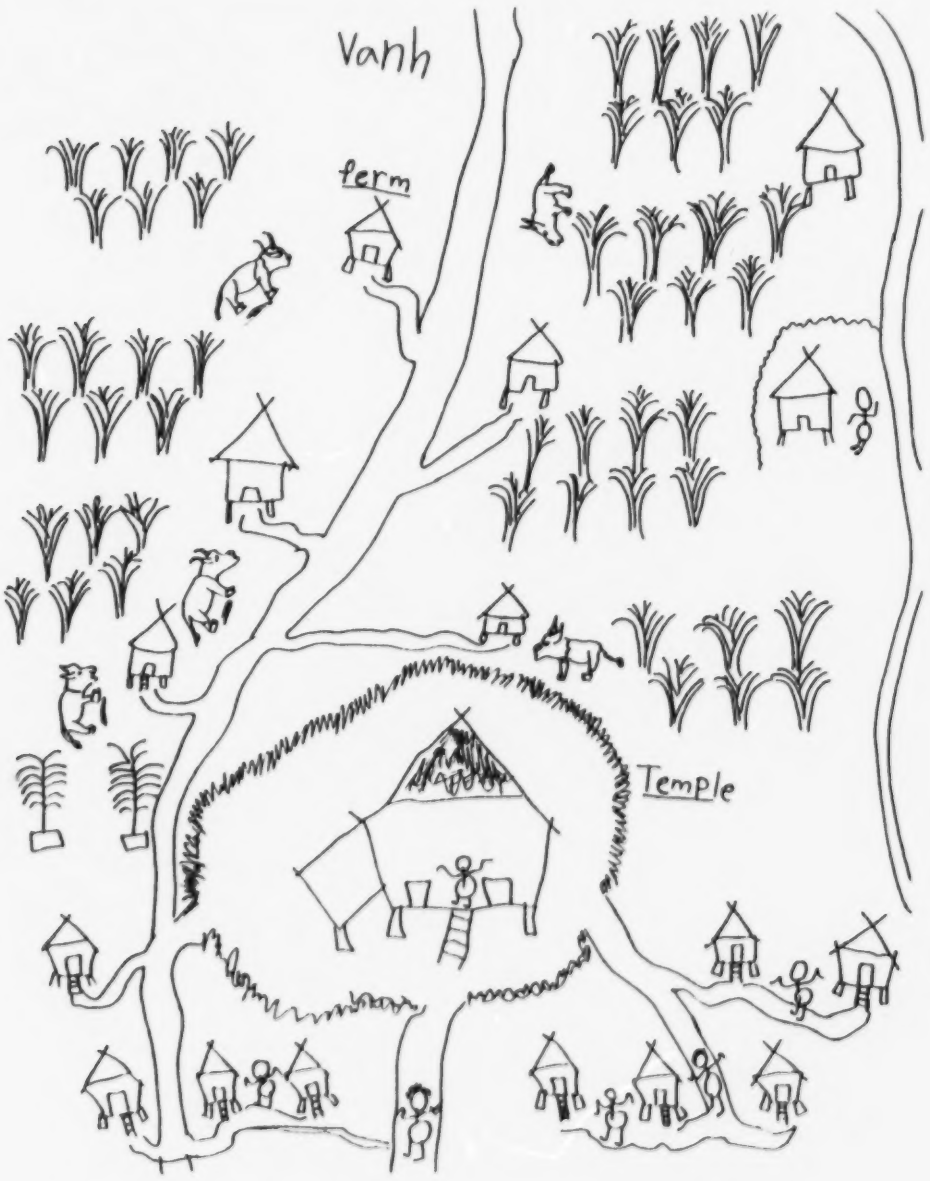
- Bring in brochures, fliers, and ads about sales, clinics, sports events, etc. Try to acquaint your student with her city and neighborhood.
- Bring in some unusual household objects (screwdriver, can opener, paper clips, etc.), and demonstrate their use.
- Bring in some pictures and talk about them.
- Watch a little TV or listen to music.
- Talk about idioms that you or the student have noticed during the week.
- Tell a joke, riddle, or fable. Have your student tell a proverb or joke from her country.

CLOSING ACTIVITIES

- Sing a familiar song or play a game.
- Briefly review material covered that day.
- Give a writing exercise to supplement the day's oral activities.
- Practice gestures and idioms.
- Try variations on farewells.
- Discuss some event or place of interest.
- Ask "What will we do next time?"
- Have students write in their journals.
- Use a magazine picture that's of interest to your student. In a race against the clock, have your student say (or, for an upper level student, list):

    - All the colors seen;
    - all the activities;
    - all the nouns;
    - everything that starts with a particular letter;
    - three things that are happening;
    - three things that happened before the action in the picture;
    - three things that will happen later.

Or work from words back to a picture. Have your student think of a location; e.g., farm, Goodwill store, the kitchen, a friend's house, or doctor's office. Then have her say everything that she can think of that is in that location. You might want to write the words down as she says them. Then she can draw a picture illustrating the place. At your next session, you might have her tell a story about something that has happened at the place she drew.



HOMEWORK

Although both tutor and student may feel tired at the end of a tutoring session, there's still sometimes the nagging feeling that not enough was done. How can we help students practice English on their own? What kind of meaningful homework can we give that will reinforce language that has been taught?

Listening and Speaking Practice

- Give the student a tape you've made (perhaps two of your friends having a conversation, or an ad from the radio, or a song). The topic and vocabulary could be a review of something you've already taught, or may serve as an introduction to something you're planning to teach. The student can listen to the tape on her own - or may have her kids listen with her: Help with homework is OK. At your next session, ask her what she heard, what she thinks it's about, what questions she has about the tape. The exercise can serve as a review and warm-up for the day.

- Arrange that you and your student will each watch the same TV program on the evening before your next tutoring session. Have her come to class with questions and ideas about what happened on the show. Or if you know a particular program will be on (perhaps a situation comedy re-run of some situation that might be interesting to your student, or a nature program about her homeland), or if you have an appropriate video to loan her, prepare her with some relevant vocabulary and perhaps conversation about the cultural issues, then assign the program as homework, and review it at the next session.

- Find out about the informational tapes offered over the phone by the library, Cooperative Extension, medical society or other local educational groups. Encourage your student to listen to see what information she can glean.

- Give your student a social homework assignment. Suggest that she ask a friendly American - the apartment manager, clerk at the corner store, a neighbor - for some specific information. For example - Do you know of a park with a good playground? Have you ever taken the bus downtown - how long does it take? What do you do to get ketchup stains out of cloth? Or, have the student engage in small talk (that you've practiced in class) with a neighbor, then report back to you how it went. Tell her to call you up between sessions occasionally for over-the-phone conversational practice. You and your student might plan a

"tea party" sort of event. The student's homework can be to invite one of her and one of your friends to the gathering.

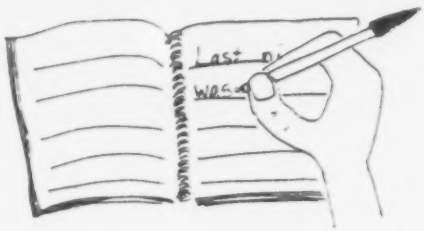
- Have you had a unit on home repairs? Homework could include going to the hardware store to ask for and buy the right supplies for a specific kind of repair (e.g., replacing a washer, repairing a plug).

- Suggest that she pick one hour (or ten minutes, whatever's realistic for success) when she'll speak only English with her family.

Reading and Writing

- Have your low-level student copy one sign she sees between tutoring session and bring it for decoding. Have your upper level student find a newspaper article she can almost read: she reads what she can on her own and brings it to class for further work.

- Encourage journal-keeping (see page 146). At first, require only one entry each time between sessions - homework shouldn't be a burden! Even the lowest-level student can make some sort of entry related to what's being studied: Write her child's name, or the name of her child's teacher; write her mother's address; draw a picture of something she did, or something she remembers. Higher level students can write a sentence or paragraph. Don't correct the entries, but use them as a stimulant to conversation at the next session.



- Have the student write the rough draft of a note - perhaps a social note to her sponsor, or a thank-you note to the site of a past field trip - as homework. Then polish it up as a class time activity.

- Have you studied maps? As homework, have her look in the yellow pages for a hardware or used clothing store near her home. Are you working on job applications? Have her find three businesses in the phone book where she might apply. Is her child in school? Have her save the school newsletter and notes the child brings home. She can make guesses about what each note is about, then work on clarifying it during class. After a few of these, she'll begin to be able to pick out key words.

Homework will be most effective if it is:

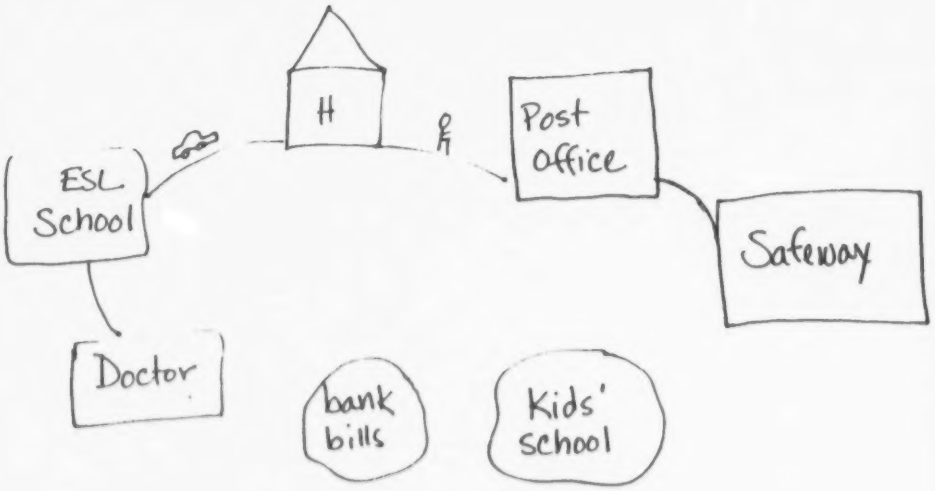
- Related to something recently covered in a tutoring session;
- of practical use to the student - something from Real Life;
- challenging but possible, and;
- something that can be done fairly quickly.

PART III

ASSESSMENT

AND

LESSON PLANNING



ASSESSMENT AND MAPPING

How can students' English ability be accurately assessed?

What has begun to emerge over the years in our work with ESL students is that assessment is something that takes place along two tracks: **Student need** and **student ability.** Student need and student ability level form an interesting relationship, a kind of interlocking grid in which the same kind of need may exist at several ability levels.

For example, both an advanced student of English and a beginner may want to know better how to talk with Americans or how to use idioms, but the materials by which they are taught will be very different. The advanced student may be directed to reading text full of idiomatic language, as one way to develop vocabulary of this sort in context, or he may be given the assignment of writing down interesting things he hears Americans saying at work for analysis in class. The beginner may spend all of his time on the simple and formulaic pleasantries we exchange in greetings through work with simple dialogues or with puppets. In each case the need - to better interact with Americans socially and informally - is taught to two entirely different levels.

Program coordinators tend to concentrate on **ability** and to leave the assessment of **need** to volunteer tutors. The coordinator of your program may already have given your student a diagnostic test and will be able to recommend some materials that will be appropriate. In other programs, the tutor may be given considerably less guidance and considerably more latitude in determining with the student what her other needs are, and in the subsequent planning of lessons. These tutors are the ones on whom the greatest demands are made and yet who have the greatest possibilities for personal growth. We're offering some concrete practical suggestions for determining student need and ability in this section.

Assessment is the first step that provides the information you need in order to plan a lesson that is appropriate for your student. You need to know your student's approximate skill level, or ability in English. Is she considered a pre-literate, beginning or intermediate student? The coordinator of your program may provide you with this information, and working with your student will allow you to refine your estimate of her ability. You also need to know what your student's needs for English are. In what situations does your student need language skills that she doesn't have? Getting this information is an ongoing process, of course, but having as much information as possible at the beginning helps you to be more effective right from the start. Here is a list of

possible ways to assess your student's need for English, and a teaching technique called "mapping" that's useful for getting specific information from the student.

Ideas for Assessment

Before you start tutoring, or in the first few sessions, you may want to try some of these ways of gathering information about your student to help you gear your lessons appropriately.

a. Read about your student's culture or about the refugee/immigrant experience.

b. Interview others who know your student well, such as your coordinator, a counselor, job developer, caseworker, teacher, family member, or friend to learn personal history or future goals.

c. Observe your student's lifestyle at home, work, with family or friends, in the community.

d. Listen to your student; both what he or she tells you directly, and what clues you can pick up during your interactions.

e. Follow the benchmarks (see appendix), that have been developed for state-wide use. They provide an outline for teaching survival English to adults according to language proficiency level.

Mapping

You may want to try a more focused, systematic approach in order to get information directly from your student. "Mapping" involves charting your student's daily activities to see where their language skills are already sufficient and where they need more work. At the same time, it also serves as a useful class activity to generate language practice.

> **Procedure:** Tutors begin by modelling the activity. Draw your house or apartment on a sheet of paper and then draw the places you often go in a normal day. Discuss what you do at those places. Next, your student draws a 'map' of his or her house and the places the student needs or wants to go. After discussing your student's map, explain that you want to look at the kinds of English used in each situation. On a separate sheet, pinpoint the kinds of English used by filling in a language needs grid.

KINDS OF ENGLISH

Places Visited	Purpose of Visit	Listening	Speaking	Reading	Writing
Doctor's office	take sick kids	understand questions; personal information; symptoms; payment	greetings; personal information; symptoms; payment	medical history forms; clinic signs	medical history
Grocery store	buy food	understand answers to questions; understand prices	greetings; ask for information	labels; signs	checks
Neighbor's home	social	small talk	small talk	none	none

You could ask the student to add to the map the places he or she would like to go but doesn't because of a lack of knowledge, confidence or skill. Shift from asking, "Where do you go in a day?" to "Where would you like to go, but don't?" and "What would you like to do, but can't?"

This activity assumes a basic level of English proficiency. It may be quite difficult to get much information from a very low level student unless you have a translator available to help you.

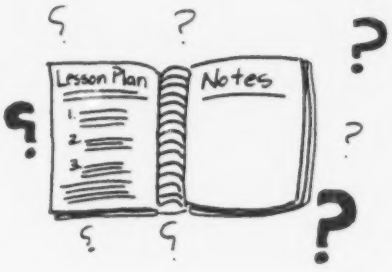
How can I assess the student on the spot?

It is sometimes the case that the coordinator will not have assessed the student and the student's language ability is not equal to the task of doing a mapping exercise. What then? A "quick and dirty" method of assessing a student's ability, to provide a starting place for instruction, is the question hierarchy described on page 146.

LESSON PLANNING

Lesson planning can provide a framework to allow you and your student to focus your efforts on specific learning objectives. It allows you to build on what your student already knows while, at the same time, challenging your student with something that's new and useful. It provides a record of your work with your student and it allows you to make sure you are including all the skill areas your student needs to work on. The bottom line is that it helps you become a more effective teacher.

Of course, lesson plans shouldn't be set in stone. Things might turn out differently than you imagined and you'll need to be flexible and change some things as you go along. Or, you might decide that the whole lesson is inappropriate and go with something else that comes up during the session. A lesson plan provides a framework from which you can work. Here is a lesson planning process with four basic steps to help you arrive at a plan to use with your student.



1. Pick a Topic

Based on what you know about your student or on educated guesses, brainstorm practical topic areas that you think your student needs to work on. Here are some examples:

transportation
legal issues
emergencies
housing - landlord/tenant issues
weather - clothing
telephones
school
safety
finding a job
keeping a job
health care
child-rearing
time
shopping
nutrition
recreation

2. Determine Learning Objectives

A learning objective should be specific and describe something the student will be able to do.

Choose a topic area and think of possible learning objectives that fall under this topic. If you were able to do the mapping activity (see previous section) with your student, the skill columns (listening, speaking, reading, writing) can easily be expanded and converted into learning objectives. In expanding them, draw on the things your student wants to be able to do, but can't, and your own knowledge of what's needed in the situation.

Here are some examples of learning objectives.

Topic Area: Shopping

Learning Objectives: The student will be able to:

- Identify items she wants to buy
- Read price tags
- Add up costs
- Identify stores where she can purchase desired items
- Comprehend directions to get to store
- Ask for information from clerk, tell clerk what she wants

Choose a learning objective that is appropriate for your student's level, i.e. one that includes something unfamiliar and new, but builds or expands on what your student already knows.

3. Plan Activities

Consider the skills your student must already have mastered before starting the new learning objective. Before introducing new material, you may need to review some skills the student has already acquired.

Next, decide on 2 or 3 activities you can use to teach your student the new learning objective. Remember the methods described in the section on Getting Across a New Learning Point (page 30).

The first activity should present the new language to your student in a comprehensible way. Context is very important to convey meaning.

The second activity should allow your student to practice the new language in a structured way. Provide some exercises that will give your student a chance to work with the new material.

The third activity should give your student applied practice--more practice in a realistic and personally meaningful context.

4. Write It Down

Writing your lesson plan down in a notebook - and making notes on that plan as you teach - may take a little time and effort, but will provide several benefits:

- You can get an idea of how much time you're spending on each of the skill areas (listening, speaking, reading, writing, pronunciation).
- You'll have a handy list of the materials you need to gather in preparation for the session.
- You'll have a focus for your lesson to help keep you from getting sidetracked; or, if you do get sidetracked during a lesson (sometimes it's more appropriate to deal with things as they come up), you'll have a lesson to return to when the emergency has been solved.
- You'll have a record over time of the things you and your student have accomplished.
- You'll be able to make note of problem areas and consider those in planning subsequent lessons.

As you plan your lesson around one or two specific learning objectives and the review and activities necessary to teaching the objectives, you'll also want to include:

A Warm-Up Something to loosen you and the student up, to get into the tutoring spirit (see page 67 for ideas).

Review Begin with something from a past lesson. Reinforcement is always helpful, and beginning with something familiar can give the student a feeling of self-confidence.

Pronunciation If your student has pronunciation difficulties, select one target problem to work on during the lesson. Keep these activities short (see page 44).

Break If you tutor more than an hour, include a relaxing break activity mid-session (see page 67 for ideas).

Closing It's nice to end your class on a relaxed, positive note. Plan an activity (perhaps a review) at which your student will be successful.

We've included several different lesson plan forms to give you an idea of how other tutors have organized their lesson plans. One has been completed to demonstrate how you might go about using it.

LESSON PLANNING FORM

Point of Departure: _____

Skill Areas Taught: Reading Writing Speaking Listening

American Culture

Spelling Vocabulary Grammar Pronunciation

Materials Needed: _____

ACTIVITY	MATERIALS	TIME
Warm-Up:		
Review:		
Activity 1:		
Activity 2:		
Activity 3:		
Review (game):		

ONE HOUR LESSON PLAN

DATE:

OBJECTIVES:

TIME	ACTIVITY	MATERIALS NEEDED
5	Warm-Up	
10	Review 1. 2.	
15	Learning Point Activities 1. 2. 3.	
10	Break	
5	Pronunciation Exercise	
10	Learning Point Activities 1. 2. 3.	
5	Closing	

ONE HOUR LESSON PLAN

DATE:

OBJECTIVES: 1) The student can use the terms leaking, broken and doesn't work
2) The student can call the manager and complain about common household problems.

TIME	ACTIVITY weather, seasons	MATERIALS NEEDED
5	Warm-Up weather, seasons	picture file
10	Review 1. household items 2. dialogue reporting an emergency	realia or pictures telephone
15	Learning Point leaking broken doesn't work Activities 1. pictures for conversation 2. response drill - "What is it?" "What's the matter?" (if time) 3. dialogue [86]	A New Start student Bk [86]
10	Break demonstrate replacing washer in hot water knob	screwdriver wrench washer
5	Pronunciation Exercise final S (with K) > walks, leaks, fix, box	
10	Learning Point reporting a problem Activities 1. dialogue [86] 2. reverse roles 3. discuss situations from own experience	picture cues A New Start [86]
5	Closing telephone number dictation	

EVALUATING PROGRESS

One of the more difficult aspects of being a volunteer tutor is knowing how much progress your student has made. Sometimes it feels as if your student isn't making any progress at all. Usually this is not the case. You can judge progress a little better by first understanding where your student began.

In this handbook, we have placed students into three levels: "Survival," "Beyond Survival," and "Higher Level." There are several levels within these categories as well. An informal way to evaluate your student's progress is to sit down with the checklist we've provided and decide what your student can or can't do. Make your judgments after you've tutored your student 2 or 3 times. After about a 3 month period, go back to the same checklist and see how many answers from the "can't" column have changed to the "can" column. In this way, you can gauge your student's progress. You can also tell when a student moves into a new level.

What exactly is a "Survival," "Beyond Survival" or "Higher Level" student? The list of things a student can or can't do will give you some ideas, but there are also some general characteristics you can keep in mind.

A profile of a "Survival" student might include the following:

- Speaks in very short sentences and uses a minimum of vocabulary and structures.
- Generally, but not always, is not confident with the new language and, therefore, does not enter into a new situation independently. For instance, you may teach your student to buy a stamp in the post office, but unless you go with her she will probably not go on her own.
- Is reluctant to ask about points she doesn't understand. Often this student will let something go by rather than risk making mistakes.
- Usually feels more secure in group situations and activities. This can be true for any student who is basically shy, but we find that lower-level students seem to feel more comfortable when a friend or someone else is present.

A "Beyond Survival" student is portrayed as someone who:

- Speaks with a variety of vocabulary and structures.
- Goes into new situations independently. Unlike the "Survival" student, this person is usually more confident. Even though she may go with another person to the store, for example, she will be the one who takes the risks and acts as the spokesperson.
- Asks for information or for something she needs without prompting. A forward student at any level may do this but, generally, someone with more language skills is more likely to take this step.

A "Higher Level" student generally:

- Speaks with fluency and confidence in social situations.
- Can understand and talk about some television and radio shows.
- Can extract information from written material such as manuals, training materials and newspapers.
- Can independently seek information about American culture and the English language; may want to study both more methodically.

CHECKLIST

LEVEL 1: SURVIVAL LEVEL STUDENT	CAN	CAN'T
Greet someone and respond to a greeting		
Ask and answer questions about personal information (name, origin, age, birth date, address, phone, marital status, # of children)		
Say good-bye and respond to farewells		
Ask and answer Yes/No questions and simple questions that begin with: Who, What, When, Where, What time, and How much		
Follow classroom instructions (copy, repeat, listen, ask, etc.)		
Express lack of understanding (I don't know; I don't understand)		
Count to 100		
Identify money		
Count money		
Tell time in simple terms (five, five-thirty)		
Identify the rooms and furniture in a house or apartment		
Dial a number written on a piece of paper		
Name common foods (fruits, vegetables, meats, drinks, staples)		
Express needs and wants (I need/want/have/would like; I don't need, etc.)		
Describe one's general condition or how one feels		
Identify body parts		
Name common illnesses and remedies/medicines		
Describe objects by color, size and shape		
Describe people (young, happy, tall, etc.)		
Report an activity (I'm busy; She is sleeping)		
Follow simple directions in a medical exam		
Follow simple job-related instructions		
Say and sequence days of the week and months of the year		

Distinguish between today, tomorrow, and yesterday		
Ask/respond to questions about the location of objects (next to, under, on, behind, in, near, etc.)		
Identify common jobs		
Ask and respond to questions about former jobs		
Describe basic weather conditions (It's hot; It's raining)		
Dial 911 and provide basic information requested		
Identify commonly used community resources (supermarket, post office, bus stop, hospital, welfare office, etc.) and state purpose of		
Use basic spacial directions (left, right, up, down, north, south)		
Name clothes items		
Identify common types of transportation		
Identify relationships (friend, relative, neighbor, sponsor, etc.)		
Count by 1's, 5's, and 10's		
Add, subtract, multiply and divide numbers		
LITERACY FOR A SURVIVAL LEVEL STUDENT	**CAN**	**CAN'T**
Write numbers 1-100		
Print the alphabet		
Write name, address, phone number, age		
Read simple signs (restroom, men, women)		
Fill out simple forms		
Read digital and numerical clock time		
Read dates		
Read prices		
Read and write days of the weeks and months of the year, including abbreviations		
Apply basic phonic rules to sound out simple words		
Read and write simple statements		
Sort items according to alphabetical or numerical order		

LEVEL 2: BEYOND SURVIVAL LEVEL STUDENT	CAN	CAN'T
Talk about or describe self and family members/Identify extended family relationships		
Ask and answer questions that begin with: How, Why, How long, Which, Whose, What kind		
Ask for clarification: What does _____ mean? Should I _____? Do I _____?		
Follow 2-3 directions given at one time (go to the bookcase, get the green book, and turn to page 9)		
Use variations of time expressions (11:45, 15 to 12, quarter to 12)		
Take a bus		
Buy a stamp and mail a letter; buy a money order		
Use a pay phone to make a local call		
Ask for and make change		
Order and pay for food in a restaurant		
Give directions		
Translate for another student		
Follow oral instructions for taking medication		
Identify duties, tools and supplies of common jobs		
Talk about past activities		
Talk about future activities		
Make an appointment		
Call to cancel or change a meeting		
Call in sick or late/explain tardiness or absence for self or children		
Give reason or excuse for behavior when necessary/Identify and explain mistakes, errors/Accept feedback in a work situation		
Report an injury, accident or incident (cause, results, location)		
Describe skills, abilities and interests in basic words (I can _____ a little/ very well; I can't _____; I like to _____.)		
Express preferences (I like; I don't like)		

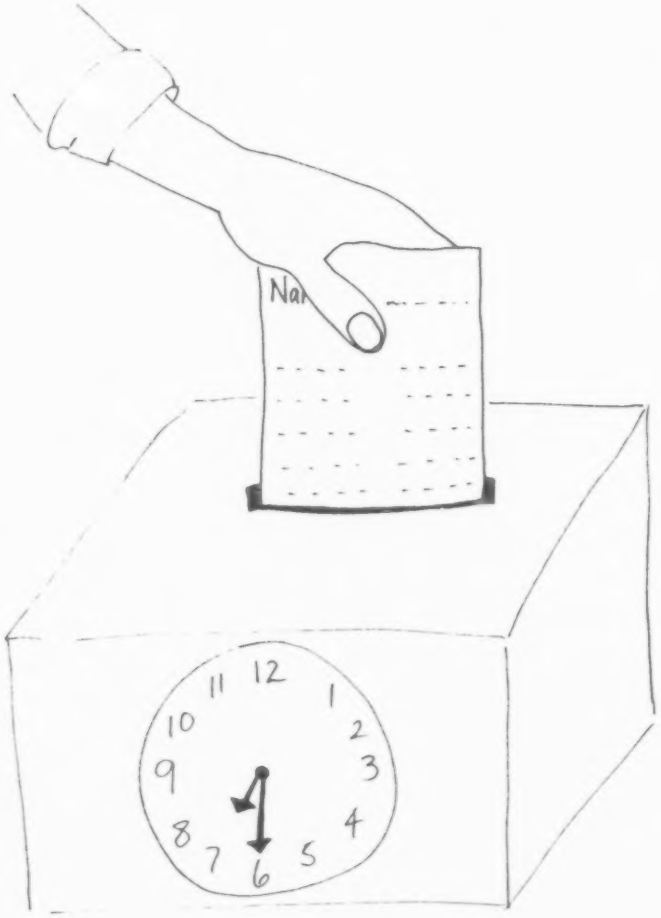
Cash a check		
Identify important information (who, what, when, where) from a short conversation.		
State an opinion or idea		
Respond to warnings, rules, and regulations		
Use basic conversation strategies (Please speak slowly)		
Use simple fractions and percents		
Apologize		
Express gratitude		
Obtain bus schedule information over the telephone		
Give and follow verbal and map directions to a particular place		
Use a variety of time expressions (in the morning, two weeks ago, next year, etc.)		
LITERACY FOR A BEYOND SURVIVAL LEVEL STUDENT	**CAN**	**CAN'T**
Write a letter or card in English; address the envelope		
Read a calendar and schedules		
Read a map		
Read and write various forms of dates (i.e. 10-11-92 or October 11, 1992)		
Write down a message received over the phone		
Write down steps in directions		
Interpret and pay bills		
Find a name in the phone book		
Fill out a job applications		
Match abbreviations to long forms of words commonly found in ads, prescriptions, announcements, etc.		
Use basic punctuation correctly (apostrophe with contractions and possessives, periods and questions marks at end of sentences, commas in lists)		
Understand meaning of common suffixes and prefixes		

LEVEL 3: HIGHER LEVEL STUDENT	CAN	CAN'T
Ask for and respond to complex instructions and clarification from a supervisor		
Describe personal aptitudes, skills and work experience in detail		
Make and accept or reject a suggestion or some advice		
Ask for and agree or disagree with an opinion		
Obtain and summarize information from and respond to a radio or television announcement or phone message		
Explain and compare common practices or activities (e.g., customs, job duties, training programs, etc.)		
Persuade someone to do something		
Make a complaint (to teacher, landlord, store manager)		
Describe the steps in a process (e.g. how to make, do or repair something)		
Respond correctly to negative and tag questions (e.g. You don't have it, do you?)		
Respond appropriately to criticism, compliments and condolences		
Identify common American holidays and describe why and how they are celebrated		
Talk/ask about hobbies, interests and recreational activities		
Use vocabulary related to insurance and driver's license and banking needs		
Ask about corrections or mistakes on bills		
Open a bank account		
Write checks		
Respond appropriately to telephone answering machines		
Ask for operator assistance and call information		
Answer questions and provide information in mock job interviews		

Ask questions related to pay, benefits, work rules and policies		
Ask questions related to a parent/teacher conference		
Clearly state reasons for personal decisions regarding work, family, citizenship, school		
Understand common idioms and two-word verbs		
Use appropriate conversation management strategies such as interrupting politely, including others, and ending a conversation		
LITERACY FOR A HIGHER LEVEL STUDENT	**CAN**	**CAN'T**
Read and write detailed messages		
Extract information from job descriptions and announcements		
Read and extract information from diagrams, charts, graphs and reading passages		
Transcribe information from a radio or television announcement		
Interpret and demonstrate compliance with safety regulations and licensing requirements (e.g. driving, fishing)		
Scan and interpret newspaper or magazine articles		
Write a resume or fill out a detailed work history form		
Interpret job announcements, comparing and categorizing titles, duties, salaries, advancement opportunities, etc.		
Use supplementary sections of the telephone book		
Use a dictionary to determine meaning, pronunciation and spelling		
Write a letter for a specific purpose (e.g. requesting information, making a formal complaint, applying for a job)		
Locate materials in a catalog, files, or index		
Take a variety of types of written tests		
Fill out a W-4 form		
Read and follow directions from an automated teller machine		

PART IV

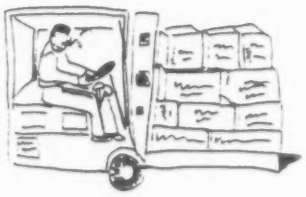
VOCATIONAL ESL



GENERAL VESL OVERVIEW

What Is Vocational ESL?

Vocational ESL provides language for employment needs. Like any ESL instruction, VESL should fit your student's needs. Is your student preparing to enter a vocational training class, e.g., welding, fashion design, landscaping, nursing? She may need help acquiring the required vocabulary. Is she looking for work now? If so, you can help in her job search by incorporating necessary language and social competencies in your tutoring sessions. Is she a recent arrival with young children who will not be in the job market for a few years? You can help her acquire language that will be useful to her not only now, but in any job setting later. Anyone beginning a new job receives on-the-job training, but whether the student lands an entry-level dish washing job or a highly technical, skilled profession, there are similarities in the language she will use to get and keep her job.



What Language Is Emphasized in VESL?

VOCATIONAL LESSONS FOCUS ON:	
Job Search Skills	• Reading job ads, postings • Filling out applications • Interviewing skills • Resume writing
World of Work Language	• Understanding benefits, taxes, deductions, etc. • Filling out time sheets • Record keeping on the job
Task Language	• Specific vocabulary for job • Following directions (written and oral) • Asking for clarification • Monitoring, reporting ("How's it going?" "I'm almost done.")
Social Language	• Small talk with co-workers

These language competencies can be incorporated into lessons at all levels, helping the student acquire necessary communication skills for getting and keeping a job.

What Language-Related Problems Occur for Refugees in the Workplace, and How Can I Help?

Supervisors have identified the following areas where communication breaks down most often between refugee employees and Americans:

- failure to notify when not coming in to work;
- not asking for help when doing a task that is not understood;
- not indicating when not understanding (saying "yes" to everything);
- not asking for clarification on instructions;
- not telling anyone when there is a problem (with equipment, task or co-workers);
- seeming to be "stand-offish" with American co-workers.

Some of these communication problems are familiar to ESL tutors. You are doing your student a disservice if you are too understanding about missed class time. By requiring your student to show up promptly and regularly, and to notify you by phone when unable to come, you are letting her know the expectations of American society and giving a chance to practice behavior that is essential in the workplace.

Beginning with your first tutoring session, you can provide a model for your student of the social language she will eventually find helpful on-the-job. You demonstrate the topics we cover in small-talk, the generally casual way we approach each other, the eye contact between speakers and other body language that may differ from her culture's. The non-critical, enthusiastic atmosphere of the tutoring session will increase her self-confidence and help her feel more comfortable communicating with other Americans she will meet.

You can provide a valuable service to your student by <u>not</u> being clear about everything. Set up a situation where it cannot possibly be clear to your student what you are requiring. For example, in doing TPR, give too many commands to be remembered, or make a command unclear: "Pick up the zizzlespit." At your student's polite smile of bewilderment, provide our culturally appropriate models for clearing up that bewilderment: "Please say it again," or, "Do you want me to go to the cupboard first, then to the door?" or, "Excuse me, I didn't understand."

In the warm, friendly environment of the tutorial setting, the student can begin to develop the job-saving habits of asking for clarification, listening accurately, requesting help, describing a problem, and stating opinions. Even tutors of low-level students can make listening skills and language for clarification a regular part of all lessons ("Excuse me, please speak slowly," "Again, please"). Tutors of more advanced students can include role-play activities ("A co-worker is angry because you forgot to warm up the machine. What do you say?" "Your boss told you something you didn't understand. What do you do?")

Should I Try to Help My Student Find a Job?

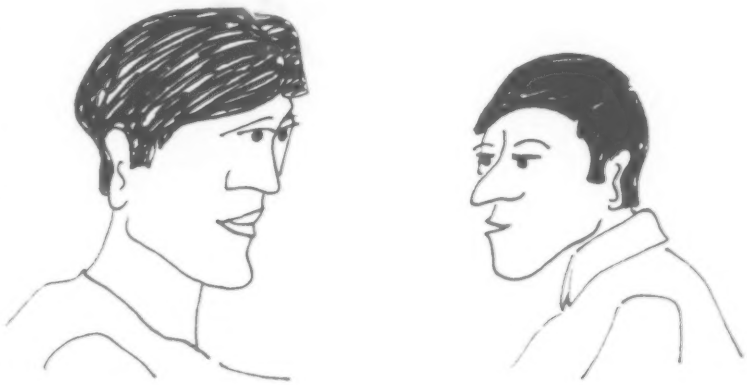
A network already exists to help your student. The Division of Refugee Assistance has developed a network of employment service providers with bilingual staff. Counties with large refugee populations - King, Snohomish, Pierce, Thurston, and Spokane - have Multi-service Centers which provide comprehensive services exclusively to refugee clients: Bilingual employment counseling and job development, vocational ESL and pre-employment classes, and economic independence sessions. Comparable services are offered to refugees through Employment Security elsewhere in the state.

A volunteer tutor can provide a crucial link in this network, helping the refugee move to economic self-sufficiency. Some refugees, through no choice of their own, have been forced into a position of dependency and inactivity. Once in this country, most have found it necessary to be on welfare while they make the difficult transition to a new culture and learn the language. They may need to be "jolted" into activity, to take the necessary steps to prepare themselves and look for work. You, as an American friend, can administer that jolt gently and help the refugee start developing the communication skills, self-esteem and confidence necessary for success. You can help the refugee develop a job search network, assess skills and write a resume. When the refugee has been referred to a job by a job developer, you can provide specific assistance as your student fills out the application and prepares for the interview.

How Can I Help the Student Develop a Job-Search Network?

Employment counselors and job developers help refugees assess their skills and find work, but the primary ingredient in getting a job is the prospective worker's own effort. You can help your student find work by letting her know about the many ways to look for work. Some of these efforts can be adapted to classroom activities.

The newspaper is a source of information about available jobs, but only 5% of all jobs are obtained through this resource. A problem with newspaper ads is that there are so many applicants for low- and no-experience-required jobs. But it's still a valuable exercise for a student to identify a possible job, locate the company, get, fill out, and return an application.



The Employment Security office has microfiche listings of jobs, but the most current listings are on the bulletin board. It's worthwhile to go at least three times a week to the Employment Security office since postings are changed daily. If the student sees a job she is interested in, she should see the employment counselor right away. The counselors have too heavy a caseload to keep individual clients in mind when a job comes up. Even clients with very little English have gotten jobs, perhaps just because they bug the counselor so often.

Volunteer work has led to employment for some refugees. If you know someone who has a business, but who is reluctant to hire a refugee, encourage the employer to consider giving the refugee a few hours a week of volunteer work (for a specified length of time, so the employer is not making a long-term commitment, and the refugee is not entering into a condition of unpaid servitude). This can give the refugee job experience which can then be used on a resume, and give the employer a view of the willingness and skills of the refugee. Encourage the church or community groups of which you are a member to set up a short-term volunteer position which could be a valuable work experience for a refugee.

Perhaps the most valuable resource for a job-hunter is a network of human connections. 85% of all jobs are not advertised. Most jobs are found through a friend or because someone tells another person about a job. The student needs to learn how and where to ask about work and to keep asking. You can role-play with your student and then send her out into the community with a homework assignment.

↪ The student can ask these questions:

Do you know where I can look for work?
Would you keep me in mind if you hear about a job?

↪ She can talk to:

Teachers, friends, neighbors, refugees, and Americans who have jobs.
Members of groups she attends (church, Mutual Assistance Associations).
Sponsors and friends of sponsors.
People who work in her neighborhood.
People whom she sees casually but often (clerks in stores, people in the park where she takes her children, teachers at her children's school).

Even a simple homework assignment ("Ask your landlord what business is nearby") can start to build the student's confidence ("I do know enough English to get some information"), and it can start building the network of people who will keep the student in mind when job possibilities come up.

One tutor invited some of her friends to an elegant dinner prepared by her student. At the end of the dinner, the student stood up and announced that she needed work, described some of her abilities, and asked the satisfied diners to consider her when they heard of job openings.

You can help your student keep up morale during the job search. It takes work to get work, and providing your student with job-search-related ESL activities, you can help her regard the search as educational and a (temporary) job in itself.

How Can We Assess the Student's Skills and Write a Resume?

Refugees - especially those without a lot of formal education - may be likely to be overwhelmed by their lack of experience in American society and to downgrade their own bank of skills. Start the process by helping the student identify skills and put them in the context of the American workplace. If you have used experience stories with your student, you may already be aware of the jobs she did in her native country. If not, have the student describe those

jobs. Elicit information, too, about what she enjoys doing. You can then begin to categorize her interests, abilities and experiences.

It may help to ask the following questions:

Do you like to use:	Doing:
Your hands	Building, fishing, putting things together?
Your body	Exercise, lifting heavy things, working outdoors?
Words	Reading, writing, talking to people?
Numbers	Math problems, remembering phone numbers, keeping a budget?
Intuition	Figuring out what will happen in a situation, understanding people and why they act as they do?
Logic	How to get to a place, sorting things and putting them where they belong?
Creativity	Thinking of a new way to do something, make a story, make a new recipe?
Artistic ability	Decorating, sewing, drawing, writing poetry or music?
Helpfulness	Making someone feel better, listening to someone with a problem, working in a hospital?
Leadership	Being a leader of a team, making people laugh, speaking to a lot of people, planning a party?

Include, as an example of each, things the student likes to do a situation from her native country, the refugee camp, or here in the U.S.

Now you're ready to write the resume. On the following page is a form recommended by the job developers at Tacoma Community House because it can incorporate the daily experiences and interests of the refugee, and doesn't stress paid employment more than innate abilities and life experiences.

SAMBATH KONG
3816 So. G St.
Tacoma, WA 98405
(206) 243-7914

SUMMARY OF QUALIFICATIONS

* One year training in industrial sewing in United States
* Volunteer experience as church custodian
* Supervisory experience
* Background in operating a small business
* Able to: Run power sewing machines • Tailor clothes • Design clothes • Make patterns
* Reliable, hard-working

WORK HISTORY

Assistant Block Leader 1980	Refugee Camp, Thailand. Helped distribute food daily to 150-200 people; helped those people with problem-solving; provided orientation to camp for new refugees.
Baker 1975-77	Self-employed, Phnom Penh, Cambodia. Produced pastries and marketed them at roadside stand.
Farmer 1965-75	Self-employed, Battambong, Cambodia. Tilled, planted and harvested crops; marketed farm produce; supervised 4 workers.

EDUCATION

Clover Park Vocational Technical School 1981-82	Training in industrial sewing
Tacoma Community College 1981	English as a Second Language

REFERENCES available on request

Washington Association of Churches in Spokane has a resume format for refugees whose skills and employment history do not fit easily into a typical resume format. Here is an example:

BONH VANG
WEST 4612 HARTSON
SPOKANE, WASHINGTON 99202
(509) 432-7814

My name is Bonh Vang. I am Hmong. I come from the highlands in Laos. During the war in Vietnam, I fled my home to a refugee camp in Thailand. In 1979, I came to live in Spokane, Washington.

I am a single mother, and I have four children. I cook, clean and sew for them. My children are getting older now, and I would like to have a job. I have had two jobs in Spokane, the first one just four months after I arrived in the United States. I am a good cook, and I work very well with my hands. I concentrate on doing each task I have to do patiently and efficiently. I am a hard worker and will always do a good job.

It is often useful for refugees to put in applications even at companies that are not hiring. Besides the experience of asking for and filling out applications, it gives the student a chance to practice the necessary communication skills (of introducing oneself, getting information about the job and company, etc.) in a not-so-threatening situation. If an actual job is not on the line, she may be more at ease about practicing the procedures. There are numerous businesses around town that do hire refugees, or have a high turn-over in low-skilled jobs. In these cases, a refugee who has shown an interest in the company, has left a neatly filled out application and resume on file, and who has periodically checked back for information is more likely to be remembered and hired.

What Can I Do To Help When the Student Applies for a Job?

- You can help her fill out the job application. This can be very time consuming, especially if it is a long and detailed application. Reinforce the necessity of filling it out neatly and accurately. And make a copy of the application so the information is ready the next time she needs to fill out a form.

- Practice interview questions with the refugee before an interview. Some sample questions follow this section.

- Help the student find her way to the prospective employer by providing practice in reading maps and bus routes, then actually getting there.

- Follow up with the student and the job developer (at the Multi-service Center or Employment Security), on how the job search is going. Information on why she didn't get a job for which she applied can be very valuable in helping her with the next try.

- If she's hired, celebrate! Then, reinforce the necessity of:

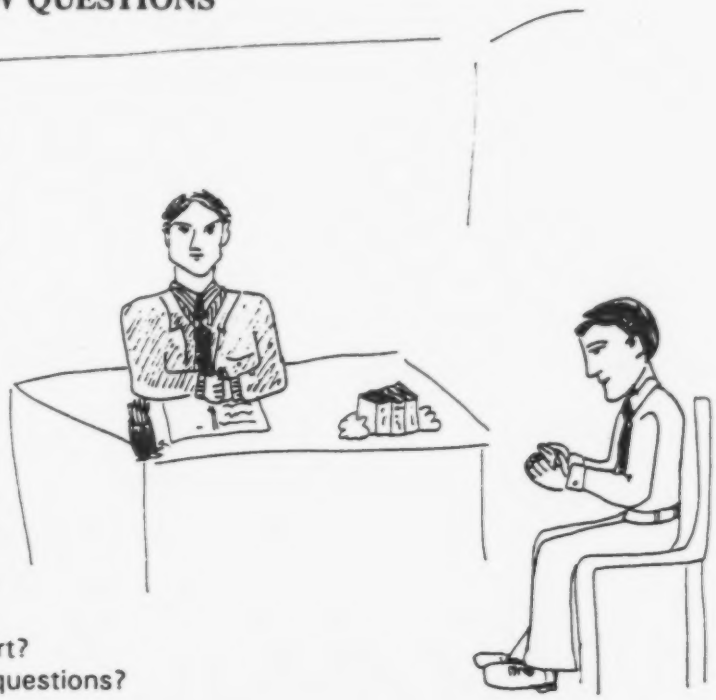
  - going to work on time;
  - calling the supervisor if unable to go to work;
  - not quitting the job without notice.

If your student would like you to, you might consider talking to the employer or supervisor where your student has gotten a job. Find out what kind of language skills she's likely to need so that you can plan appropriate lessons.

SAMPLE INTERVIEW QUESTIONS

Basic questions

1. What job (or position) are you applying for?
2. Do you have any work experience? (Tell me about your work experience.)
3. What were your duties?
4. What are your skills?
5. What machines can you operate?
6. What shift can you work?
7. When can you start?
8. Do you have any questions?



Intermediate questions

1. Tell me about yourself.
2. What are your hobbies/interests?
3. Are you looking for permanent or temporary work?
4. How is your attendance record?
5. What do you expect as a starting salary/wage?
6. Do you know anything about our company?
7. Do you have references?
8. What would you do if... (Example: You were sick and couldn't go to work?)

More difficult questions

1. Why do you want this job?
2. Why did you leave your last job?
3. Why do you think you would be good at this job? (Why should I hire you?)
4. Why have you been out of work so long?
5. What are your strongest points?
6. What are your weakest points?
7. How do you get along with other people? (How did you get along with your former boss/co-workers?)
8. What are your future plans/career goals?

QUESTIONS TO ASK AT THE END OF AN INTERVIEW

When the interviewer has finished asking all of his or her questions, you may be asked if you have any questions of your own. Even if you are not asked, it is usually a good idea to ask a few questions to show the interviewer that you are interested in the job and that your English is good enough to ask questions. Following is a list of possible questions to ask. You should not ask all of them. Select a few which seem to be the best questions for the particular job. Don't be afraid to make up your own questions as well.

1. What are the duties of the job? What would I be doing most of the day?
2. How many people work at this company?
3. Is there any chance for advancement or training for a better job in this company in the future?
4. How do the workers dress for work in this job?
5. Is this a permanent job? Do most people stay at this company for a long time?
6. What are the fringe benefits? How long do I have to work here before I can get health insurance/ fringe benefits?

7. Are there different shifts?
8. Are there scheduled pay raises?
9. **ALWAYS ASK:** When will you be deciding who to hire for this job? May I call you then?

IDEAS FOR VESL ACTIVITIES

Many of the activities in the last section of the book can be adapted for a work-related content. Here are some other suggestions for goals and activities to include in tutoring sessions.

Job Search Skills

Listening/Speaking:

- Look at pictures of different workers; discuss job duties, requirements for employment, advantages and disadvantages of each job.
- Help student inventory her own interests and skills, state abilities and experience in terms of American job market.
- Create dialogue or do role-play of job interview.
- Visit different worksites; student can interview workers about their jobs - or have a "guest speaker" come to class to talk about his/her job.

Reading/Writing:

- Write resume.
- Read job ads, postings.
- Fill out applications.
- Write experience story about a former job or the current job search.

World of Work

Listening/Speaking:

- ↪ Discuss various job benefits, requirements.
- ↪ Discuss preferences in work schedules, benefits.
- ↪ Create dialogue for phoning in sick.
- ↪ Discuss, then create dialogues or role-plays regarding, safety in the workplace (restricted areas, special protective wear, smoking, fire, lifting, working with hazardous materials, machines).

Reading/Writing:

- ↪ Fill out time sheets.
- ↪ Read company rules, policies; read paycheck stub (to identify gross pay, net pay, deductions).
- ↪ Fill out W-4 form.

Task Language

Listening/Speaking:

- ↪ Assemble something: Based on demonstration, using TPR (you direct the student, she follows directions), copying a piece of finished work.
- ↪ Sort items - by following tutor's direction, or student classifies items by own system and explains system to tutor.
- ↪ Create a dialogue or role-play involving:
    - accomplishing a task on time;
    - how to ask for clarification if directions aren't understood;
    - how to report on one's own progress to supervisor;
    - identifying good and bad work in an assembly - how to report it;
    - using and accepting feedback, both positive and negative, common idioms, gestures.

Reading/Writing:

- ↪ Assemble something by following written directions or a diagram.
- ↪ Arrange or retrieve items according to a code or sequence (e.g., list words alphabetically, sort cards with a number, number-and-letter, or number-and-color code).
- ↪ Fill out a report form about a job task.

Social Language

Listening/Speaking:

- ↪ Participate in small talk.
- ↪ Listen to a taped dialogue between co-workers or friends - discuss.
- ↪ Create role-play of conversation between co-workers:
  - at lunch;
  - after a weekend;
  - after one has been out sick.
- ↪ Listen to dialogue portraying racism in the workplace - discuss; problem-solve.

Reading/Writing:

- ↪ Write an experience story about "a day on the job."
- ↪ Write a note to a sick co-worker.

PART V

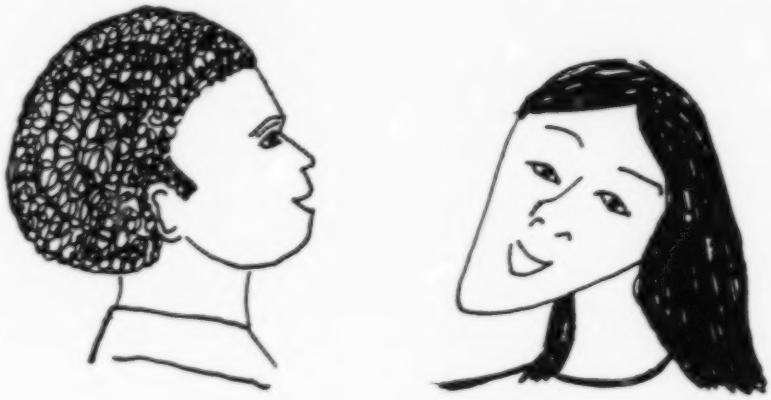
ACTIVITIES FOR PRACTICE

One of the more challenging things about teaching ESL is finding creative and imaginative ways to practice new vocabulary and sentence patterns. Your student will need to practice the things you have taught her over and over and over again. Many ESL students don't have the opportunity or the courage to practice English outside class, so it's important to include lots of realistic practice (and review), in class. Here are some things to keep in mind with choosing practice activities:

- Give clear instructions and demonstrations for each activity. Be sure your student understands what to do before you begin.
- Recycle your activities. Once the student is confident in the procedure, use the activity to practice other things. On the other hand, have a variety of activities to keep your student alert and interested.
- Use only familiar structure and vocabulary during the activity. It's easy to overload your student with too many new things to learn.
- Try to create as real a situation as possible and use natural language. Think of situations in real life that your student might have to deal with.
- Don't lose sight of what you're practicing. If you see other problems come up, jot them down to practice later, rather than try to remedy everything at once.
- Use reading and writing only briefly as reinforcement. Most students need more practice in listening and speaking skills.

Listening and Speaking

Activities



DRILLS

Purpose	To practice and reinforce vocabulary or grammatical structures.
Materials	A written list of the drills you intend to use (you read this, not the student).
Directions	Model a word, phrase, sentence or question. Have the student repeat it. Then use a cue to indicate what you want the student to say next. There are several types of drills that you may find useful. • The simplest drill is a **Repetition Drill.** You say what you want the student to practice, the student repeats it after you. Tutor: I'd like chicken. Student: I'd like chicken. • To practice a new structure, while expanding vocabulary, use the **Substitution Drill.** Model the first statement, have the student repeat it. Then cue the word to be substituted by saying the word or showing a picture. The student repeats the statement (or question), plugging in the new word. When teaching how to do this drill, you can take both parts at first, pointing to who should be saying what, or use two puppets. Tutor: I need a blouse. Student: I need a blouse. Tutor: skirt Student: I need a skirt. Tutor: dress Student: I need a dress.

Directions continued	• To practice using different verb tenses and conjugations use the **Transformation Drill.** Model a sentence, have the student repeat. Then cue the change you want made (indicate a different time or person). The student repeats the sentence, changing the verb as needed. Tutor: I am eating. Student: I am eating. Tutor: he Student: He is eating. Tutor: they Student: They are eating. Tutor: yesterday Student: They ate. Tutor: later Student: They will eat. • To practice asking and answering questions and to practice vocabulary and structures with more than one student, use the **Chain Drill.** Begin the chain by asking one student a question. The student answers, then asks the next student the question. Tutor: What's your last name? Student 1: My last name's Vo. What's your last name? Student 2: My last name's Vang. What's your last name? Chain drills can also be done with statements. Each student repeats what the previous person has said, and adds her own statement. Tutor: My name is Judy, and I like oranges. Student 1: Her name is Judy, and she likes oranges. My name is Polly, and I like apples. Student 2: Her name is Polly, and she like apples. My name is Hoa, and I like rice.

Comments	↪ Be sure to use natural speed and intonation. The pace should be quick and evenly paced. ↪ Drills can be effective for practice, but can be boring or tiring if over-used. Five minutes of drills is generally quite adequate. ↪ Give your cues orally, or have pictures to point to as cues. ↪ To keep the pace quick and lively in chain drills, the students can toss a ball or beanbag back and forth - first asking the question, then throwing the ball to the student they want to answer.

SONGS

Purpose	Practice rhythm, pronunciation, vocabulary; convey cultural information.
Materials	Songbook, tape player and cassette, instrument (all optional).
Directions	Some students enjoy singing. Make sure yours is one of them before you spend too much time on these activities! Songs are a good way to relax, practice pronunciation, and express emotions. They can serve as a code for problem-posing, or a supplement for conversation or story activities. • You can present the song by singing it to your student or having her listen to a tape. Encourage her to sing along - perhaps phrase by phrase, then a whole verse. Emphasize any intonation or emotion within the song - that will make the singing more fun and the language more memorable. • Teach vocabulary and use pictures or props as needed. Ask comprehension questions. Use the same song for at least several sessions so that the student has a chance to become familiar with the song and have fun with it.
Comments	The Fireside Book of Folk Songs and the Wee Sing series are good resources.

TAPES

Purpose	Reinforce learning points; practice pronunciation; facilitate exposure to a variety of speech patterns; allow home study.
Materials	Tape player, cassette.
Directions	Tapes can be used in a variety of ways. You might tape part of a lesson so that your student can review it at home on her own. You could give her a tape she has not heard before to listen to at home or during the session, then structure activities around it. A dialogue or story on tape can serve as a code for the problem-posing (page 55) or D*I*E method (page 158). A tape can also provide the student models of pronunciation to imitate. If you're using the tape primarily as review, be sure the vocabulary and structures are familiar to your student. New concepts and vocabulary can also be presented in the context of a tape that contains mostly familiar language. When making a tape, speak clearly, but naturally. Use normal speed and intonation. You might find it helpful to have friends, unknown to your student, make a tape for you so that she will have the opportunity to hear other native speakers. You can make the tape from a script, or just give the speakers a scenario (e.g., you're a tenant asking the landlord for a repair; you're two old friends who meet by chance), and let them come up with spontaneous, natural language.

Directions continued	Let the student listen to the tape once or twice, then ask her comprehension questions. Give her some ideas of what to listen for (e.g., How does he show that he's angry? What are they doing? How can you tell where they are?), and let her listen again. Any activity that you do with pictures, objects or reading passages can be done focused on the tape. Use tapes for pronunciation drills in class rather than as homework - students may not catch pronunciation errors on their own. Try taping her responses with your own model, then play it back so she can begin to monitor her pronunciation.
Suggestions for tapes	↪ Talking to a supervisor ↪ Folk tales ↪ Requesting help ↪ Songs ↪ Making a complaint ↪ Phone conversation ↪ Talking to a coworker ↪ Greeting dialogue ↪ Making an appointment

THE CHAIN GAME

Purpose	Practice vocabulary in categories and sentence patterns.
Materials	Pictures (optional).
Directions	Begin the chain with: "I'm going to the supermarket to buy rice." The next person must repeat and add an item: "I'm going to the supermarket to buy rice and oranges." Encourage students to help each other to keep the chain going. You can practice other tenses as well, for example: • I went to the park and I saw . . . . • I went to the clothing bank and I got . . . . • I'm going to school and I'll need . . . . • I'm making dinner and I need . . . .

SAME OR DIFFERENT: SOUNDS

Purpose	To practice skills in listening and sound discrimination.
Materials	List of sound contrasts (you can make it yourself, or get it from a pronunciation guide).
Directions	Pick two contrasting sounds that your student has trouble distinguishing and list words that differ only in the key sounds. For example: thank tank thigh tie three tree bath bat both boat tooth toot Read through each column, repeating each word at least twice. In come cases, it helps to show pictures of contrasting pairs so students see that the words have different meanings. Then read pairs of words like 'thank' and 'tank', 'three-tree' at a quick pace. After you say two words, have the student say "same" or "different" or "yes" (answer to "same?") or "no." Try this with your back turned.
Variations	• Give your student a piece of paper and have her write the numbers 1-5 in a column on the left. Read five pairs of words such as "tank-tank," "tree-three," "tie-tie." Have the student write S (same) or D (different), yes or no, next to each number. Write the correct answers on the board, repeating each word and have students correct their own papers.

Variations continued	• Write two columns of words (as above) on the board or a paper, and number each column 1 and 2. Randomly say words and have the students hold up one or two fingers to show which column the word is from. • Give the student a prepared sheet with pairs of items that have contrasting sounds. You can use numbers, words, pictures, time, letters, phrases, etc. Say one of the words or numbers. The student circles the word you say. • If you have a group of students, divide into two teams. If you have one student, give her a goal of rive fight out of ten. Tell your students you will say four words and that they must listen carefully and tell you whether all the words sound the same, or one of the words sounds different. Here are some examples: ball like snack dish call look track wish tall book back wash tell cook truck fish • Consonants, or consonant clusters of problem sounds, can be used in place of vowel differences. Also remember that the sounds can be placed anywhere in the word and not just the beginning: ball either band atoll pike pathos bowl weather
Notes	Your student can take the role of teacher in all of the above activities, making it a speaking or pronunciation exercise.

DIALOGUES

Purpose	To practice listening and speaking skills and common conversational exchanges.
Materials	Paper and pen.
Directions	• Prepare a short, simple dialogue. Focus on a real situation and include only one or two new learning points. Introduce and practice the new learning points before you begin the dialogue. • Present the dialogue while your student listens. Repeat it two or three times using gestures, puppets, or pictures to help indicate the roles. • Ask questions about the dialogue to check for understanding. Read the dialogue line by line and have the student repeat the lines (take part A and have your student take part B). You begin with the first line and have her respond. Encourage her to speak up and use appropriate gestures. Repeat this until she can respond easily. • Reverse roles and practice as needed. Role play the dialogue with appropriate actions. • Follow up with a field trip where she can use the language in a real situation. If you have more than one student, have them practice in pairs and perform for the class.
Sample dialogue	A - "Excuse me, do you have Tylenol?" B - "Yes, what kind?" A - "For babies." B - "Here it is." A - "Thank you."

Suggestions for simple but useful dialogues	♦ greetings, farewells ("Hello, how are you?"); ♦ asking for street directions ("Excuse me, where is...?); ♦ introductions of people ("Tom, I want you to meet..."); ♦ simple inquiries for information ("Excuse me, can you tell me...?"); ♦ buying something ("How much is...?"); ♦ classroom rituals ("How do you spell...?"); ♦ making an appointment ("I need to see the doctor..."); ♦ reporting an emergency ("I need help!").
Variations	• Have your student create her own dialogue about any given situation. Have her write it as well as perform it. • Have your student write the dialogue on the board, line by line. As she repeats and practices the dialogue, erase words randomly. She must remember the word to continue practicing. In the end, you have only a bare skeleton and the student has memorized the dialogue. • Dictate the dialogue and have your student write it down. Or have her dictate the dialogue to you and write it on the board as you hear it. She might also point out your errors.
Notes	↪ Use natural language and keep the dialogue short and simple. ↪ Include dialogues where the student is the initiator (see example). ↪ Remember, it's more difficult to begin the conversation than to respond. The customer or inquirer role is the most important for your student to learn.

ROLE-PLAYS

Purpose	To practice speaking and listening skills by creating real-life situations in the classroom.
Materials	Appropriate props
Directions	Material has first been introduced, contextualized, and related to the needs of the students. Role-play (where students assume a role and act it out with appropriate language) is one way of practicing material before the student moves out of the classroom and tries out the new language and skills "for real." It is important that the student understand the context of the situation, and the language to be used. The point of role-playing is to build confidence, so the purpose is not served if the students become embarrassed in the course of the role-play. It's a good idea to model a role-play first, with another native speaker or a stronger student. If you have a group of students, it may be inhibiting for some or all of the students to "perform" for the others. In that case, have everyone involved in one role-play, or have several small role-plays occurring simultaneously. • Give your student a role or divide a class into groups for the roles. This part can be described verbally or can be written on a card.

<table>
<tr>
<td>Directions continued</td>
<td>Example:

Student 1
You are the sponsor of a refugee.

Student 2
You are a refugee. Telephone your sponsor and invite her to dinner at your home.

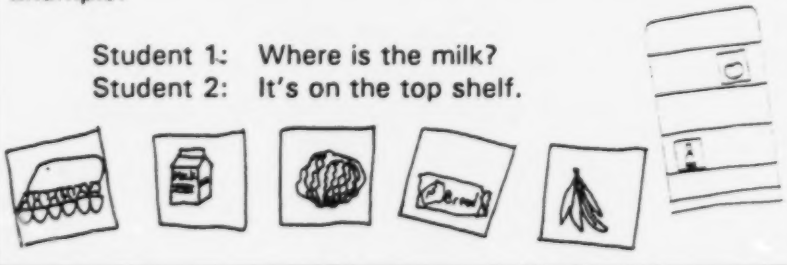
• Each group or pair has a few minutes to practice or discuss the situation before doing the role-play. While groups are practicing, circulate and give help where it is needed. Note problems or additions for next time.

• After the role-play, discuss what happened. The student can identify what language she felt comfortable with and where she needed more English. Examine the social/cultural overtones of the scene, speculate what might happen next.</td>
</tr>
<tr>
<td>Some possible role-plays are</td>
<td>♦ buying stamps
♦ asking directions
♦ changing the time of class
♦ applying for a job
♦ visiting a doctor or dentist
♦ meeting a neighbor</td>
</tr>
<tr>
<td>Variation</td>
<td>Instead of being assigned roles, each pair can develop their roles based on a picture cue. Some examples are a picture of a doctor and patient, or of a customer and a salesclerk at a department store.</td>
</tr>
</table>

PICTURE PAIRS

Purpose	To practice descriptive speaking skills, clarification questions, and listening skills.
Materials	Uncluttered but high-interest pictures (e.g., a farm, home or street scene), blank paper, pencil, colored pencils or crayons.
Directions	This is ideally done with two students, but the tutor can take the part of one student if necessary. • The students sit back to back so that neither can see the picture or paper the other has. The first student has a picture that she describes to the other student. Example: There's a girl in front of a house. She has a bag in her hand. • The second student attempts to reproduce the picture. The second student can ask clarification questions. Example: Is the house Cambodian or American? Is the bag in her left hand or right hand? • After a certain amount of time, the students compare pictures to see how closely they match.

FOOD ON THE SHELF

Purpose	Practice nouns and prepositions.
Materials	Simple line drawing of open refrigerator on large piece of paper, small pictures of food on cards. ♦ You can make these materials ahead of time, or have the student make them as a review of the vocabulary at one session, then do this activity at a subsequent session. ♦
Directions	You can give the directions and ask the questions in this activity, or two students can do it independently. • One person directs the other in placing the "food" on the "shelves," using directional vocabulary. Example: Student 1: Put the milk on the top shelf. Put the lettuce on the second-from-the-bottom shelf, next to the bread. • Then, the students can practice questions and answers. Example: Student 1: Where is the milk? Student 2: It's on the top shelf. 
Comments	→ Start out with a few items and simple directions, then gradually increase the complexity. → Be sure that students understand the relationship between real shelves and the symbolic ones. You could begin by looking at a real refrigerator and doing some questions and answers about the food that's in there.

TPR ON PAPER

Purpose	Practice vocabulary, listening skills; follow directions.
Materials	Pencil and paper.
Directions	• Give directions to your student, who draws an appropriate response. You might begin with: "Number 1. The girl is happy. There's a sad girl next to the happy girl. Number 2. Draw a tall tree next to a short tree." The student draws: • On a subsequent day, you can use that same paper for a more complicated listening activity. Say: "Number 1. There's a sad girl and a happy one. Draw a circle around the happy girl. Color the sad girl's dress blue. Put a line under the picture that shows how you feel today. Number 2. There's a short tree and a tall one. Write your name next to the tree you like. Put a bird in the big tree. Draw some grass between the trees."
Comments	↪ With low-level students, the commands would be slower, less complex. ↪ Higher-level students would benefit from faster paced, multiple-step commands.

I KNOW EVERYTHING

Purpose	Creative use of language; question and answer practice.
Materials	High interest magazine pictures (e.g., from *Life, National Geographic*, etc.).
Directions	• Let a student select a picture from a stack you've brought in. The picture is held up so that all students can see it. The student who's selected the picture says, "I know everything about this picture." • The other students ask questions about the picture. Some questions will be easy: ↪ What color is her hair? ↪ What is he doing? Some are more difficult: ↪ What is she planning to do tonight? ↪ What is he thinking about? • The student with the picture must answer every question. "I don't know" is not an acceptable answer. No answer is wrong unless it directly contradicts something in the picture (don't say the red coat is blue). The students must think up names, jobs, relationships, etc., using their imagination. The teacher can supply vocabulary as needed, but the student is the know-it-all.

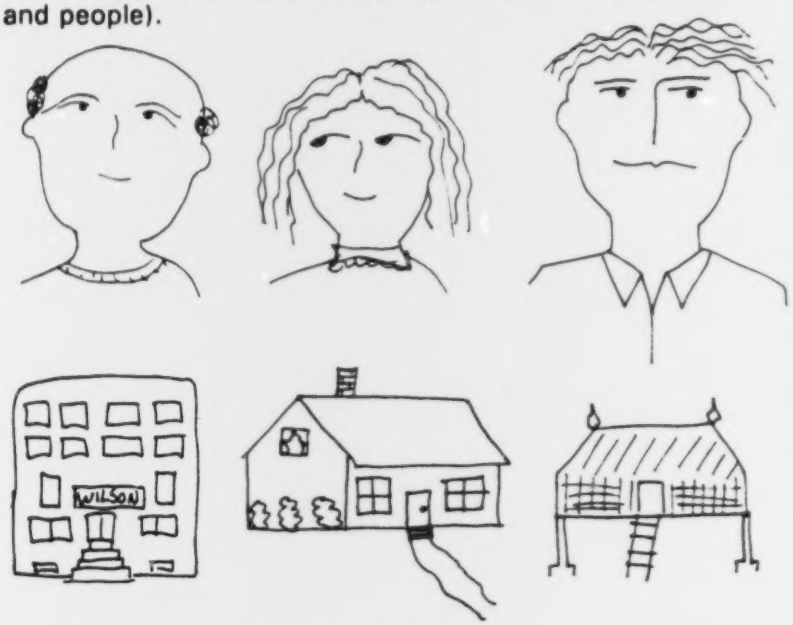
BOX OF STUFF

Purpose	Warm-up, creative use of language.
Materials	A box of everyday or cuiturally interesting items - perhaps items that review earlier-taught sessions.
Directions	• The student selects an item. The student speaks for one minute, or makes 3-5 sentences about the object she's chosen. • If you have two students, one can select an item (unseen by the other), and the other student must ask questions to elicit information and guess what the object is. • The students can select one to several items and make up a dialogue or role-play using the objects.
Ideas for objects	♦ Sewing supplies ♦ Kitchen implements ♦ Hand tools ♦ Home remedies (tea, salves, etc.) ♦ Religious objects (incense, rosary, candle, etc.) ♦ Things from a car glove box (map, tire gauge, screwdriver, flashlight, flare, etc.) ♦ Winter wear (scarf, ear muffs, ice scraper, etc.)

HOW DO YOU FEEL?

Purpose	Chance for self-expression, assessment.
Materials	None.
Directions	• Have the student complete the sentence: I feel happy when . . . • Use any other adjectives that would be appropriate: I feel happy/sad/frustrated/angry. This is a good way to assess not only your student's ability to put together a description of how she's feeling, but will give you clues about how well she's able to use the English you've been working on out in the real world.

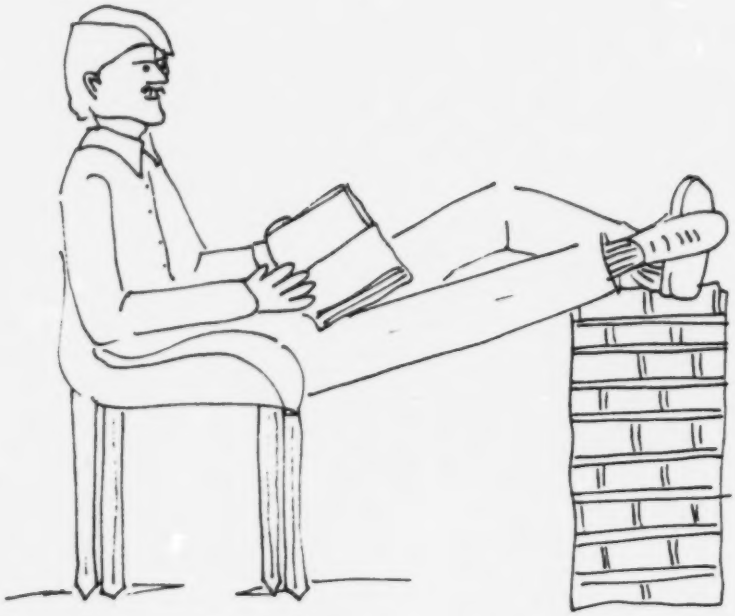
ASSOCIATIONS

Purpose	Creative use of language; using language to explain reasoning.
Materials	Pictures of objects and people (equal numbers of objects and people). 
Directions	• Show your student pictures of four to six different examples of some item, for example: ▸ transportation (bicycle, motor scooter, luxury car, farm truck, van, sports car) ▸ housing (fancy condo, low-income apartment, farm house, mansion, tract house) ▸ clothing (nurse's cap, necktie, fur stole, bolo tie, sun hat, bandanna)

Directions continued	• Ask your student questions that will orient her to the pictures, e.g.: ▸ Which vehicle is the cheapest to use? ▸ Which would be best for a family? ▸ Which ones are used for work? For recreation? ▸ Who would be most likely to drive which one? • Next, show your student pictures of a variety of people (an equal number to the number of object pictures you've been using) - perhaps a mom, a student, a worker, a tycoon type, etc. Ask your student to pair up a vehicle and a driver and give her reasons for that association. ALL ANSWERS ARE CORRECT. The pin-striped businessman may well ride the bicycle, especially if he made his millions by manufacturing Schwinns! All answers are occasions for discussing different points of view and for sharing information: "In your country only the poor people smoked cigars?" "Some Americans think it's not respectable to ride motorcycles," etc. The pictures are the beginning point and initial focus for your conversation, but the end point is the sharing of experiences and view points, so don't feel that you can't move outside the subject or boundaries of the pictures. Remember to follow-up your student's statements with questions to keep her talking.

Reading and Writing

Activities



DICTIONARY

Purpose	Reinforce vocabulary.
Materials	Loose leaf or spiral notebook, colored pencils or pens, magazines.
Directions	• For preliterate students, simply have your student cut and paste magazine pictures, or draw pictures to illustrate new vocabulary words. • For beginning readers, put a picture next to the written word. • The student literate in her own language can include an illustration, the word in English, and a translation in her own language. You may need to do some of the first illustrations. Show your student she doesn't have to be a great artist to create some simple visual reminder of the vocabulary words. • Use the dictionary in class for review activities. ↪ Tell me three new words. ↪ Make a sentence with (or tell me about) this word. ↪ Ask a question with this word. • Have her take it home for independent study. She may want to cut out pictures on her own and bring them in to you to learn the words in English. After a few weeks, the size of the dictionary will be reassuring proof to your student that she is indeed increasing her mastery of English.

ANSWERING ON PAPER

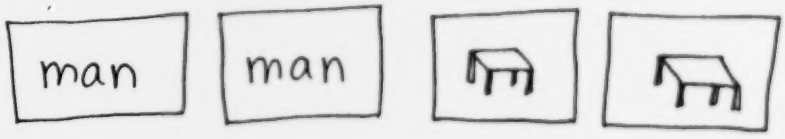
Purpose	Show comprehension by responding in writing.
Materials	Paper and pencil.
Directions	Even low-level students can begin to give written responses to comprehension checks. Dictation is a traditional, but occasionally tedious stand-by. You can liven it up by varying the format. If you have more than one student, let one dictate to another. • If your student is pre-literate, begin by having her select a card with the correct answer rather than having to write the answer. • Follow up pronunciation drills by reading a list of words (e.g., pan, bear, pile. . .) and having the student write the initial letter (p, b, p. . .). • Recreate that old schooldays feeling by taping a large sheet of paper to the wall. Have your student(s) stand and write large answers on the paper. More than one student doing this at a time helps self-confidence, and somehow the largeness of the letters and numbers helps the beginner learn a little more easily. • For a low-level student, you can provide an answer sheet, and she simply circles the correct answer. On the left is the answer sheet given to the student. She circles the answer when she hears you say what's on the right. 1. 1 many — It is a red car. 2. 1 many — Those are kittens. 3. ? No ? — Is she pretty? 4. ? No ? — They are playing ball. 5. 15 50 — fifty 6. 18 80 — eighteen

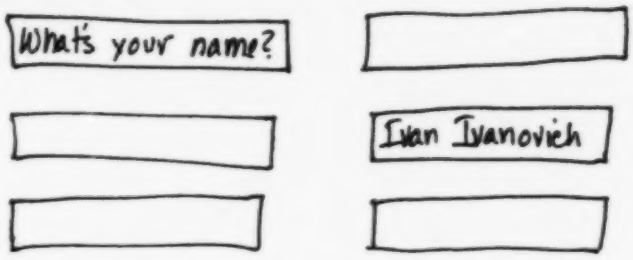
Directions continued	• Give a higher-level student a text to follow as you read. The student alters the text to indicate where what you say and the text differ. The student may have to fill in a blank - ↪ An important thing to understand about Americans is their (commitment) to individualism. The needs and (responsibilities) of the individual are often considered more (important) than the needs of the larger society. or indicate where a word is missing or where the written word differs from the word you've spoken.
Notes	• Higher level students can read the dictation back to you, can correct their own mistakes when given the original copy, or can correct each other's work. • Read the dictation clearly, but don't exaggerate your pronunciation. Read each item, phrase, or sentence twice, then pause while the student writes. Read once more to allow her to correct her copy. • Use only material that is familiar to your student and has been used orally in class. • Keep the pace even. A dictation exercise shouldn't last more than 10 minutes. • If you have more than one student, let them help each other correct their work, comparing it to the right answer you have written out for them. Corrections may take at least as much time as the actual dictation. • Have the student read the dictation back to you.

SAME OR DIFFERENT: PRE-READING

Purpose	To practice recognizing same or different numbers, letters, words, times, money, and shapes.
Materials	Paper and pencil.
Directions	• Prepare a worksheet with a row of letters, with several of the letters repeated. Before the row, write the repeated letter. Students must circle all the repeated (or SAME) letters in the row. b (b) d d (b) c (b) a c a e o q a bus boss base bus bus 42 42 24 92 43 42
Variations	↪ Can be played with numbers, time, money, and words. Shapes can be used as a pre-reading exercise. ↪ For a class, divide the students into two teams and race to finish. ↪ A student can be leader and write the letters. ↪ Use common signs such as restroom, exit, or stop signs.

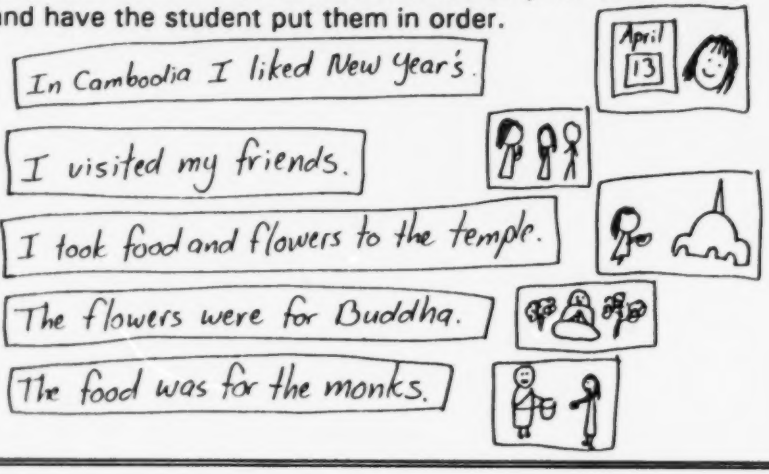
MATCHING GAMES

Purpose	To practice number, letter, vocabulary, or picture recognition.
Materials	Pre-made cards with matching pairs of pictures, numbers, letters, words, shapes, colors, etc. You can have identical matching pairs:  or pairs of variations on a theme such as upper and lower case letters, a picture and matching word, two pictures of objects beginning with the same sound (book, bed).
Directions	Give each student, or group of students, a set of 10-20 matched pairs. Have the student(s) mix up all the cards. At first, have them match the pairs (saying the word) while all the cards are face up. Once they are familiar with the process, you can introduce variations.
Variations	• <u>Memory</u> Turn all cards face down. The student turns over two cards. Have the students say the word on each card. If they get a pair **and correctly say the word,** they keep the pair. The person with the most pairs wins.

Variations continued	• Matched Pairs This is an all-purpose, all-level game for tutoring sessions. The goal of the game is to get a matched pair from a collection of cards. You may be matching words to pictures or, to review a story, questions to answers, or the first half of a sentence to the second half. The cards can be set out upside down for a "concentration" game, or several pairs can be shuffled and placed before the student for sorting. If that is too complex, read one card aloud and have the student select a correct match from only two or three cards. Two students can play on their own without your help. 

SENTENCE STRIPS

Purpose	Reinforce sight reading, check comprehension.
Materials	Strips of paper, pencil.
Directions	Once you and your student have done plenty of oral work with a story several sentences long, you can create a quick sketch to illustrate each sentence. Write each sentence on a separate slip of paper and have the student match sentence to picture. Then have her try to put the sentences in order without the picture cues. If the story has a definite sequence of events, make a sentence strip for each event and have the student put them in order.

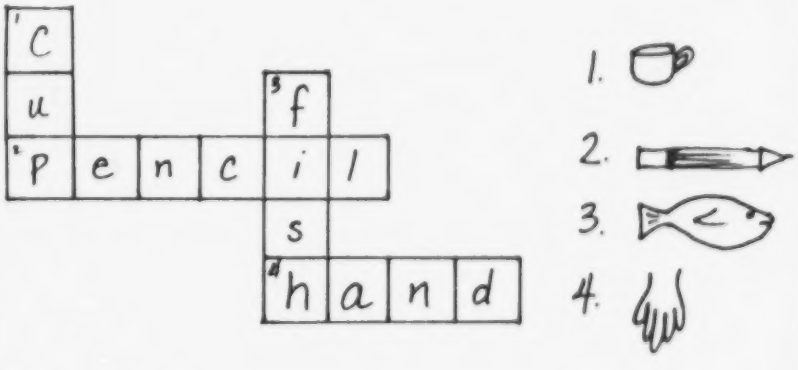

In Cambodia I liked New Year's.
April
13
I visited my friends.
I took food and flowers to the temple.
The flowers were for Buddha.
The food was for the monks.

LISTENING CLOZE

Purpose	To provide practice in listening for selected vocabulary.
Materials	Story book or previously written dialogues.
Directions	• Read a brief story or dialogue to your student. Repeat at least once. • Ask comprehension questions, then give your student a paper with the same story or dialogue written on it, but with several missing words. • Read again, line by line. The student fills in the blanks as she hears the words. You can read through yet another time to allow her to correct any mistakes.
Variations	↪ Leave a blank for every nth (5th, 9th) word. ↪ Leave a blank for content words that need to be drilled (e.g. all verbs). ↪ Instead of a story or dialogue, songs, newscasts from the radio, or any kind of speech can be used. ↪ To provide extra help, you can provide several alternatives for each blank. Students must select the correct answer based on their listening. ↪ Don't leave a space for the missing word in the written text. The student listens as you read the complete text aloud and simply makes a mark to indicate where a word is missing.

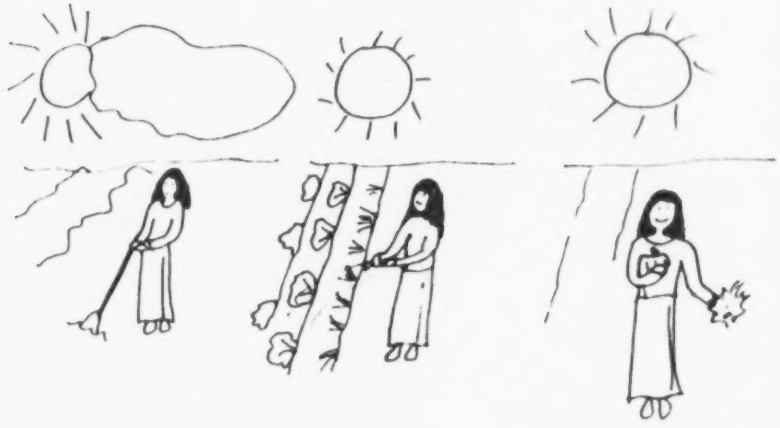
CROSSWORDS

Purpose	To recognize words; to reinforce left-to-right and top-to-bottom progression.
Materials	Blackboard and chalk; paper and pencil.
Directions	Make a grid with squares, representing letters. Give a picture clue to help the student fill in the squares with the appropriate letters.
Variations	• Student can be encouraged to make their own. • Crosswords can become more and more complex as squares link up. See the example below.



JOURNALS

Purpose	Practice vocabulary and writing; creative use of language.
Materials	Notebook, pencil; pictures (optional).
Directions	Have the student write in her journal for a few minutes during the tutoring session or, as she gains in skills and self-confidence, as homework. • Give specific assignments, such as: → Describe your family. → How do you feel today? → Your favorite food. → What did you do yesterday? Some students, who lack written vocabulary and self-confidence, may need more guidance in getting started. • Decide on a topic, for example, "My apartment." Have a conversation about the topic. Look at pictures of different apartments. Go around the student's home asking, "What's this for? What do you do in this room? Where do the children sleep?" • Make sure the student has the needed vocabulary to talk and write about the topic. If she knows how to write, you could tell her, "Make a list of your furniture." If she is just learning to write, have her dictate the lists to you, you write the words, she copies them into her journal (adding definitions in her own language or pictures as needed). • Have the student draw a picture of her apartment and label all the things and actions in the picture.

Directions continued	• Have the student write answers to questions about her apartment: ↪ How many rooms do you have? ↪ Who lives here? ↪ What furniture do you have? ↪ Where do you cook? ↪ What new thing in your apartment do you like best? ↪ What do you have here from your country? ↪ What can you see from the window? • Finally, give the assignment, "Write a story about your apartment." She already has written in her journal all the information she needs to assemble a story. • For preliterate students you can make a picture journal. Begin with pictures of the student (perhaps her family and home). If you have a camera, each week or so you can take a picture of what you are learning. Put it in her journal. You can also use line drawings or magazine pictures. Have the student describe the picture orally. You can write a few of her own words for her to copy. • She may want to use drawings to illustrate a sequence, then you can supply the words in English. 

Directions continued	• Correct the journal sparingly - you want to encourage writing! ↪ Circle errors or write them correctly on the board and let the student correct her own. ↪ Make only spelling or grammar corrections and pick only one goal at a time. For example, correct only for subject-verb agreement, but don't worry about correct usage of tenses. ↪ Don't alter the style, even if it sounds awkward to you. • Use a discussion of the previous week's journal entry as a warm-up for the current tutoring session.

THE CALENDAR AND SEASONS

Purpose	Reinforce calendar concepts; creative use of language.
Materials	Paper, colored pens, calendar.
Directions	• Bring a calendar or make one (one month at a time is best for low-level students), in class. Be sure the squares are big enough to be written in. • Fill in your class dates and any other appointments you know the student has. Every time you meet, draw or write something in the space for that day: ▸ What the weather is like; ▸ what color shirt the student is wearing; ▸ some activity you did. • If you're planning a field trip or some other event in the future, put that on the calendar too. Each time you meet, question your student about "What happened when..." and "What's going to happen..." For low level students, this will help reinforce the concept of time vocabulary. For higher level students, it's a chance to practice different verb tenses. • Note American holidays on the calendar. Have your student make cards for some of the appropriate holidays. This can stimulate discussion about various customs. • Help your student make a cultural calendar. In a notebook she can make calendar pages illustrating the weather, family, social, and religious events that happen in her native culture and country at any particular time of the year. This will encourage her to communicate about her experience and knowledge, and will also result in a keepsake that can be appreciated by her family.

GROUP STORIES

Purpose	Practice using vocabulary, making sentences; creative use of language.
Materials	Word list, paper, pencil; tape recorder and cassette (optional).
Directions	• Give a group of students a list of eight words. These might all be in one category, might be recently-acquired vocabulary words, or old words to be reviewed. Alternately, you can ask each student (before they know what the activity will be), to list from two to four words; any word they can think of; or specific categories of words like verbs, nouns, or adjectives. • The group writes a story using the words from the list. The stories can be any length, but generally eight to sixteen sentences is a manageable size. Emphasize that this is a **story** - it should make some sort of sense. The students reinforce vocabulary and get to practice conversational skills during the story-writing process. The group may want to tape their story. • You can use the written story for later literacy activities, and the tape can be used later as a listening activity: The students listen to the tape and ask each other comprehension questions about the story, or correct errors of pronunciation or grammar that they hear.

DIALOGUE JOURNAL

Purpose	Free expression, creative use of language; increase student's self-confidence; promote communication between tutor and student.
Materials	Spiral notebook, pencil.
Directions	You may already use a journal (see page 146), as a supplement to class activities. If so, you can transform that to a dialogue journal, or you may want the student to have one journal related to class activities and another journal for dialogues. This activity is most easily done with intermediate and higher level students, but with encouragement, even low-level students can participate. The dialogue journal is a dialogue between you and your student. You may begin it by writing a question down for your student to answer, or ask her to tell her opinion about something or describe an experience, or you can ask her to write a question that she wants you to answer. The journal is written in outside of class, then exchanged at class time. You can take the student's journal home to answer the question or respond to whatever she has written, then return it to her at the next session.

Directions continued	• Think of the journal as a conversation. As in any conversation with a friend, these rules apply: ▸ No corrections are made. ▸ You might ask clarifying questions, but the purpose is communication of ideas and feelings, not perfect grammar or writing style. ▸ Both parties are comfortable with the subjects covered. • Some students may welcome the chance to pour out their frustrations, enthusiasms, experiences and thoughts, just as you may be willing to share some of your experiences and thoughts that are relevant to a subject the student has brought up. But other folks are more reserved and may want to stick to more impersonal topics. Either way is OK. As long as the student is comfortable, she's more likely to be able to use her English freely and be willing to experiment with her new language.

Thinking

and

the "Real World"

In this section we encourage you, more than ever, to think about how to make tutoring sessions immediately relevant to your student's life. The goal of all your work, after all, is not to get the student speaking and understanding English in her class time sessions, but to use the language to get what she wants and needs out of life.

The earlier sections on Problem-Posing (page 55) and Vocational ESL (page 95) have suggested activities that will get your student using her English to communicate information and opinions in a "real-world" context. Here are a few more ideas for bringing the world into the classroom and the student into the world.

SORTING

Purpose	To develop language and thinking skills; to familiarize the student with the American habit of categorizing everything.
Materials	A variety of objects that can be grouped in different ways. These might include: felt pens dry beans - brown and white dry rice - brown and sticky noodles - whole and bean threads toy cars and trucks small plastic animals plastic and metal tableware flowers colored rocks colored blocks crayons
Directions	• Put four objects, one of which is noticeably different, in front of the student. Be sure she knows the name, color and use of each object. Ask, "Which one is different?" When she identifies the odd object, ask her, "How is it different?" • Be sure the differences are obvious and easily defined when beginning this exercise. For example, the first group might be three felt pens and a spoon. The student will probably identify the spoon as different. When you first ask how something differs, you may need to coach her a little to get the meaning of the questions across. Ask about the pens, "What are these for?" and about the spoon, "What is this for?" Then ask again, "How is the spoon different from the pen?" She should be able to say something on the order of, "It's for eating, not writing."

Directions continued	• After several sessions of identifying which one is different, give the student four to six objects and have her divide them into two groups, based on how the objects are similar. Once again, have her explain her actions. This challenges her to examine her thinking and to use her new language to explain that thinking. Try to use items that could be grouped at least two different ways. For example, the food items in the list above could be grouped according to what they are, what color they are, or whether they are used by Asian or Americans. Given flowers and rocks, the student might group them according to color, size, or whether they are living or non-living. If you have more than one student, let them know its OK to group the items in different ways - as long as they talk it over in English! • Once the student has gotten the idea of the process using objects, you can do the same activities with pictures on 3 X 5 cards. Another activity is to give one student a stack of picture cards, then you or another student asks for various categories within them. "Give me all the pictures of happy people. . . of animals on the farm. . .of things that go in the water. . .of things used for work." • Eventually, you'll be able to give your student a stack of word cards and have her categorize those, using her ever-expanding language skills to describe her thinking process.

TREASURE HUNT

Purpose	Increase community familiarity, practice English in "real world".
Materials	Map, list of stores and/or agencies.
Directions	• This requires pre-planning and leg-work on your part. Survey your student's neighborhood, or parts of town she might be likely to frequent. Find out what materials businesses and agencies have that are given away for free. Some possibilities are: ▸ informational pamphlets ▸ bag with store logo ▸ schedules ▸ menus ▸ coupons • Give your student a list of the stores and agencies that have free stuff, and what the items are. Her assignment is to collect as many of these as she can. A self-confident, high-level student may welcome the chance to get to the different locations and retrieve the "treasures" on her own. Other students may need several weeks of preparation, including: ▸ Planning routes to get to locations ▸ Role-playing dialogues to ask for things For the low-level student or the recent arrival to the U.S., the treasure hunt can be a good activity for you to do with your student to help familiarize her with the community.

D * I * E:
DESCRIBE - INTERPRET - EVALUATE

Purpose	Encourage free use of language; begin to break down barriers to communication and cross-cultural integration.
Materials	Chalkboard or easel pad and markers.
Directions	This technique is taught by Milton and Janet Bennet at the Summer Institute for Intercultural Communication. It is useful for helping students clarify their reactions to U.S. culture. It usually works best in a small group. • The students are presented with some visual stimulus, either a picture or a role-play, and then led through the D/I/E process. Sometimes, in order to teach the process, it is best to start with a small object (e.g. a violin mute or an archaic tool). Select an object which is difficult to identify, may have cultural significance, and could be used in different ways. The activity is introduced in the following way: • The object is passed from hand to hand around the group and each participant is instructed to "say something about the object." Whatever is said is written on the board under one of three headings, **D**, **I**, and **E**. The participants are not told the meaning of the three letters until afterwards, but **D** stands for "description," **I** stands for "interpretation," and **E** stands for "evaluation." The leader must determine where the statements made most appropriately fall. "**Description**" means whatever can be said to be objectively true about the object. What information can you detect from sensory input alone? What do you learn from sight, smell, touch or hearing?

Directions continued

"Interpretation" means what you think about what your senses have taught you about the object. What do you think the object means? What is it for? How could it be used?

"Evaluation" means how you feel about your interpretation. Evaluations will be either positive or negative, using words such as useful/useless, beautiful/ugly, or good/bad.

- The purpose of the introductory activity is to train participants in the techniques of withholding judgement, and in the brainstorming technique of generating a lot of interpretations for a single object. The moral of the story is that one's interpretation is often wrong, and that as one's interpretation changes, so does one's evaluation.

Here is an example of how the board might look after a group of 10-15 students had examined a violin mute:

D	I	E
small	a game piece	ugly
brown	a gauge	cute
smooth	a clip	useless
six-legged	a toy	stupid
wooden	letter 'E'	strange
hand sized	letter 'M'	nice

- To heighten the effectiveness of the exercise, the next step is to work with either a picture or role-play as the basis for discussion. For example, the discussion leader shows the students a picture of a different culture. The picture should show people engaged in some cultural behavior which is ambiguous enough to elicit various interpretations. *National Geographic* pictures with the captions cut off are very good for this exercise.

Directions continued	↪ The students are asked to **describe** what they see. They may attempt to interpret before they have described. Encourage them to make purely descriptive statements (eg. the men are tall, they are standing in a line, their faces are painted white, etc). ↪ The students are asked to **interpret** what they have described. They may attempt to **evaluate** what they see. Encourage them to avoid value judgments at this point and simply generate interpretations of the behavior they see in the picture: The men are dancing at a wedding; it is an athletic event; they are trying to see who is tallest, etc. It is interesting to ask the students to think of as many interpretations as they can in a brainstorming atmosphere. ↪ The students are asked to **evaluate** their interpretations. Now they can express their feelings about the picture. If they have said that the men are getting ready to dance in their costumes, ask them how they feel about men who dance in costumes, or men who dance at weddings. In their opinion, is it a good or a bad thing? Ask them to come up with at least two evaluations for each interpretation they have generated.
Comments	As participants go through this process, they begin to see that we often place a negative value on culturally-conditioned behavior without really understanding what we are evaluating. In the case of the Asian refugee who does not make eye contact, for example, it would be very likely that an American observer would label the refugee as "evasive" or "shifty" at first. By going through the D/I/E exercise, such an American would be encouraged to understand why he was attaching those labels to the refugee, and to generate other possible interpretations for the Southeast Asian's behavior - that the refugee is simply showing respect to a supervisor according to the norms of his culture.

Comments continued	Once a new interpretation (showing respect) has been hypothesized, then new evaluations of the refugee become possible. Instead of "shifty," the same person might be seen as "courteous." In the same way, by doing this exercise with refugee students, it should be possible to help them to see Americans in a different light, and perhaps break down some of the barriers which have been erected by the refugees against integrating with the mainstream of American culture.

GUESSING GAME

Purpose	To practice asking and answering questions.
Materials	Objects or pictures.
Directions	• Place an object that is familiar to the student(s) in a bag. Have them try to guess what it is by asking questions. Whoever guesses correctly can go and find another object to place in the bag. The students can then ask the winner, rather than the teacher, questions. • Limit the number of questions according to your students' abilities. You want the game to move quickly. The first time, it helps to have them ask questions about an object they can see. Introduce the guessing element once they are comfortable with the format.
Variations	• Think of a familiar picture, an object in the room they all can see, a favorite place, a favorite food, an article of clothing, an occupation, an activity, or a person. You announce the category and then students must ask questions and try to guess the item. When a student guesses correctly, she can be "it." As reinforcement, have them repeat or write sentences describing the object or picture once it's been identified.
Notes	Sample question forms are: ▸ Is it (big, red, difficult, etc.)? ▸ Do you (like, see, eat, etc.) it? ▸ Does it (move, read, etc.)? ▸ Is it a (person, place, book, etc.)? ▸ Can I (eat, see, read, etc.) it? ▸ Is it (near, on, under, etc.) ... ?

FIELD TRIPS

Purpose	Exposure to new environment, new customs, new situations; practice English in daily situations outside the home; increase self-confidence.
Planning	• In selecting field trips, think of your student's needs and interests. Choose a trip that is meaningful and useful for her. What does she need to know? Which trip might reinforce what you are studying in class? Will it be too tiring or too confusing for her? If you are teaching food, a trip to the supermarket is a good idea. A trip around the block can make directions more meaningful. Make your trips **simple and short**. • Prepare your student for the trip. Tell her about it well ahead of time. Make sure she has the necessary language and skills **before** the trip. Using pictures and props, introduce and drill the necessary vocabulary, structures, and gestures. If the field trip involves speaking to other people, role play this kind of dialogue beforehand. • Plan ahead and make necessary arrangements **beforehand** so the field trip goes smoothly. You might even ask a shopkeeper or postal or government employee if you can bring in your student for a field trip. • Keep these tips in mind: ↪ Keep the trip short, simple and useful. ↪ Prepare the student for the trip. ↪ Limit new vocabulary and structures. ↪ Plan ahead for necessary arrangements and materials. ↪ Make it enjoyable. ↪ Follow up with review.

Here are some suggestions for ESL field trips:

A bus ride	A supermarket	The post office
A ferry ride	The welfare office	A food bank
A picnic at a local park	A fast food restaurant	The laundromat to wash clothes
A restaurant or coffee shop	A pay phone to call a friend	Her child's school to visit teacher
Department of Motor Vehicles to get a driver's license to get an I.D.	Work places small factory garage bakery assembly plant	Shopping KMart thrift stores drug stores department stores
Clothing bank	The Mall	The local zoo
A nature hike	An ice cream shop	A craft fair
A bank to get change to cash a check	The library to get a card to get books	A health clinic to fill out forms to get a checkup
A dental clinic	A sports event	A fishing trip
Furniture bank to fill out vouchers to look for items	Your home to visit to have tea to practice cleaning to practice cooking to practice sewing to practice repairing to practice gardening to practice building	

Here's a sample lesson plan (from the Thurston County Refugee Center), for a field trip.

Objective	Become acquainted with bus system; learn bus routes necessary for student needs; learn basic procedures and vocabulary.
Preparation	Find out what bus serves student's address. Get bus schedules for routes which she would take from home to class, shopping, visit friends, etc.
Vocabulary	Bus, schedule, pass, driver, bus stop.
Pre-Trip Activities	• Introduce and practice phrases needed to ride bus: ↬ "Does this bus go to ...?" ↬ "Which bus goes to ...?" ↬ "I need a pass." ↬ "Excuse me, please." • Role-play a short dialogue, with the tutor as driver. Practice variations of phrases and vocabulary. • Discuss bus fares, single fares, passes. Be sure student has exact change to buy day pass. • If appropriate to student's level, familiarize her with schedules. Practice finding various destinations and departure times.

Things to Do:	• On a bus: ↬ Ask for all day pass. ↬ Inquire about bus' destination. ↬ Demonstrate and have student pull cable to signal for stop. ↬ Note familiar landmarks. • At the Bus Station: ↬ Read bus numbers. ↬ Find parking slots for specific buses. ↬ Go in waiting room, find schedules, information person. • After the trip: ↬ Problem-solve any difficulties that arose. ↬ Make an experience story about the trip. ↬ Have student set goals for when she will ride the bus on her own.

SKITS

Purpose	Putting language and social situations in context.
Materials	A skit which you may write, giving yourself and your student(s) each a part. Discuss the context of the skit thoroughly before practicing and presenting it. Later, your student may write her own skit.
Directions	If you have several students, or if you get together with other tutors and students occasionally, you might want to try using skits sometimes as a practice activity. Skits are longer and more involved than role-plays. In a skit, a situation is developed in more depth, and presented to an audience. Often the tutors may present a skit to the students as a way of contextualizing language and making it come alive. Tutors may present an interview, an interrogation by police of a suspect or witness, or the aftermath of a traffic accident while students watch. Afterwards, the skit can be processed by asking the students what they observed. One interesting thing about skits is that since they are live, each person sees them in different ways and this difference of perception can be exploited for conversation. After students have asked questions and discussed the skit, they may be asked to generate other outcomes from their imagination or experience. Perhaps they have stories of their own which they can share at this point.

Variations	A subsequent activity would be to have the students perform the skit themselves, improvising different endings. These can be practiced and presented to the group for discussion. The "Lady and the Tiger" technique involves deliberately leaving a skit unfinished and involving the students in suggesting various endings. These may be discussed or played out as desired. Another variation on this idea is to ask the students questions about the behavior of some of the characters - whether they could have acted differently. The students can then be called up to replay the scene. Skits can also be used as "codes" for the problem-posing approach. See page 55 for a discussion of this method.

SIMULATIONS

Purpose	Practice language and social behavior in context.
Materials	Appropriate props (see example below).
Directions	Simulations are even more involved than role-plays and skits. In a simulation everyone has a part, and the action is more free flowing and less focused than in a skit. Typical simulations are of a bank, or a store, where students play customers with money to spend, and tutors perhaps play merchants with food or merchandise to sell. As students walk from counter to counter asking questions, inspecting merchandise, and making purchases, they get extensive practice in both English and behaviors involved in shopping in the U.S. Students may also find it useful to play the roles of the clerks, especially if they are interested in finding retail work. If you're interested in trying a simulation, talk to your coordinator. Several tutors and students could come together in a profitable experience for all. Simulations often require the use of many native speakers to play all the necessary roles and lend credibility and coherence to the activity. Where a simple interview role-play might involve one native speaker to play the interviewer, a simulation might require five or more. For example, a job finding simulation could be set up with five stations, each of which needs a native speaker to facilitate the experience of the students. **Station 1** would have paper and pencils and a job board with listings for various jobs. Students would read the board, ask for help if needed from the native speaker or each other, and jot down the listings that interested them.

Directions continued	**Station 2** would be a place for meeting with job counselors to determine if the students' background would qualify them for the job they had selected. If they were not qualified, they would be instructed to return to station 1 and select another listing. **Station 3** is a job application site. Students request an application and fill it out on the spot. **Station 4** is the job interview. The interviewer fills out an evaluation form on the student's interview performance. **Station 5** is an interview evaluation with another native speaker.

TASKS

Purpose	Use English in "real life".
Materials	Depends on task you choose.
Directions	This is the point in education after which the tutor must disappear and allow the student to test her skills. Tasks involve goal-oriented interaction between the student and the world outside the class. The student may have worked on job finding skills with you. She may have discussed and practiced ways of accessing employers in the area she is interested in. She may have role-played walking into a store and asking for an application. Now she can be given the task of going to at least three employers, asking for applications for employment, and bringing them back to the tutoring session. In earlier lessons, she may have worked on using the transportation system and the yellow pages to locate potential employers. These skills can also be incorporated into the task. The student might be required to find out bus information that will get her to the shopping mall, and to plan and execute a round trip to that mall, returning with the applications. In subsequent lessons, these applications can be filled out, interviews practiced, and the actual job may be applied for. In tasks, the line between the class and the world becomes very thin.

Sample	Here are some examples of tasks related to the topic of bus transportation: • Students find locations of places to buy bus passes nearest to the class or to their homes. • Students are assigned a location which serves as the "workplace" and are assigned the task of figuring the cost of a daily commute with and without the use of a bus pass. • Students list the places they regularly go or would like to go. • After practice with structures and role playing, students and volunteers ride the bus together. • Students ride bus alone to the same location. • Students pick out a new location involving a transfer and ride the bus to that location. • Students return to school with a job application from new location.

Introduction

to

Fun 'n Games

Many card and board games can be used as is or easily modified to use with your student. Games can provide a useful, stimulating reinforcement of subject matter covered in class. They can also be a welcome, relaxing break from heavy-duty teaching and learning.

With higher level students, you may find explaining the rules and procedures of a game a worthwhile listening and speaking activity. Generally, with lower level students, it's best to introduce a game simply by playing it and let her discover the rules as you go along. Of course you can coax and direct her at first, but a lengthy explanation is more likely to discourage her than clarify matters.

If you have more than one student, they may be uncomfortable playing competitively. Most games can be altered to be played cooperatively instead. For example, working together, the students try to best an earlier score or work against the clock.

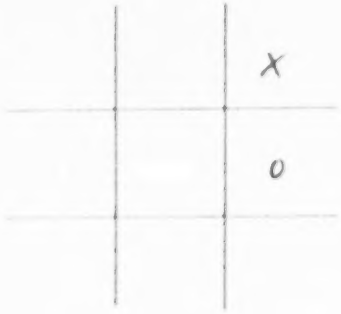
We've only included a few games here, trusting you to use some of <u>your</u> favorites in tutoring sessions as appropriate.

PLAYDOUGH

Purpose	Follow directions; free use of language.
Materials	Flour, salt, oil, water, food coloring (optional), cream of tartar or alum.
Directions	Making playdough can be one activity with your student. Using the playdough opens up the possibility of many more activities. To make the playdough, the student can: • Follow your directions as a TPR activity, or; • can follow the written directions as a reading activity. Doubling or halving the recipe can provide math practice. Here are two recipes: <u>COOKED PLAYDOUGH</u> 2 c. flour 2 c. water 2 T. cream of tartar 1 c. salt 2 T. oil food coloring as desired Heat all ingredients 3-5 minutes in a saucepan, stirring constantly. Knead until smooth and store in a plastic container or bag. <u>RAW PLAYDOUGH</u> 2 c. flour scant 2 c. hot water 2 T. alum 1 c. salt 4 T. oil food coloring as desired Mix ingredients together. Store as above.

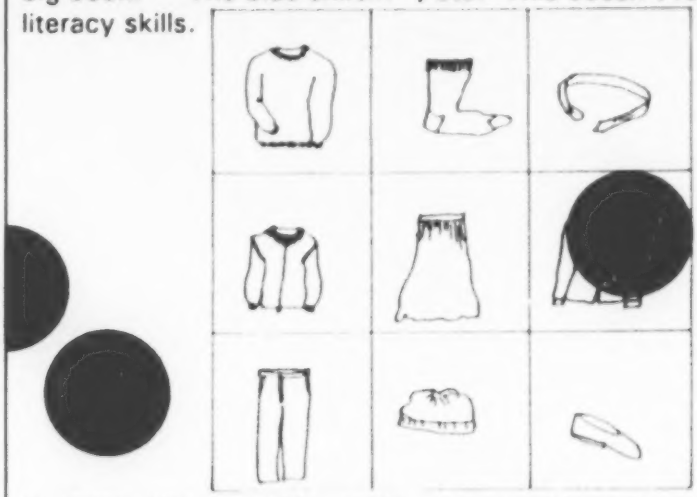
Variations	• Have preliterate students shape letters out of the playdough, or make something that begins with a particular letter. • The student can make something that illustrates a story she has read or heard, or she can make something from a folk tale she knows, then use it for illustration as she tells you the tale. • Students can make things to show each other. One student asks another questions about the object she has made, then explains it to a third student. • You and the student can each make something related to a class topic (e.g., animals, food items, housing, transportation), to give a focus to a conversation activity.

TIC TAC TOE

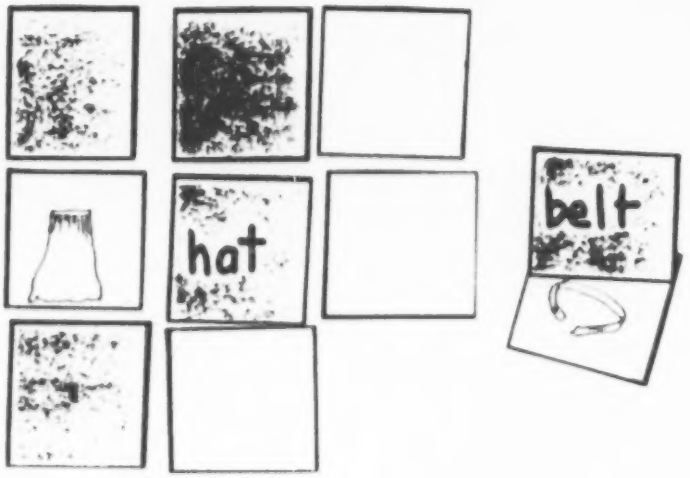
Purpose	To practice identifying new vocabulary items, numbers, words, sounds, etc. To practice pronunciation.
Materials	Blackboard and chalk, or large paper and markers.
Directions	• Draw a big Tic Tac Toe grid on the board. Assign each student or team to be X or O. Practice playing Tic Tac Toe a few times to show them how to play the game. When they can play the game easily, draw a Tic Tac Toe grid and fill it in with pictures, words, numbers, letters, or combination of all these. Then draw a blank grid next to it.  • In order to score an X or an O, students must tell the teacher the correct name of an item in the grid. The teacher then marks an X or O in the corresponding square of the blank grid. The student tries to get 3 X's or O's in a row. When learning directional language, the students identify which space they want filled, e.g., "Put an X in the top row, middle column."

BINGO

Purpose	To practice listening and pronunciation skills using numbers, letters, sounds, words, or phrases in random order.
Materials	Cards with a Bingo grid for each player; tokens to cover the squares; slips of paper that match the symbols on the Bingo card.
Directions	• Play according to the rules of a commercial Bingo game. You should be the caller the first time. As you call the numbers, you can have the students repeat them after you for pronunciation practice. • For beginning students, it helps to write each number on the board as you say it. • Have the winner read back the numbers she has to make sure they are correct (be sure you keep track of the numbers you have called), and to practice pronunciation. Ask the others for verification ("Is that right?"). Have the winner be the leader and read off the next game.
Variations	• Introductory Bingo Use a smaller homemade grid with fewer spaces. The first person to cover all the spaces wins. • Letter Bingo This requires a homemade set with letters instead of numbers on your cards. Play the same as above. • Dictation Bingo Give each player an empty grid. Dictate or write on the board: Words, numbers, letters, or times. The students fill in the grid in a random order. Then call out the items in random order and play as above.

Variations continued	• Verb Bingo Place a verb in each space. To score, the player must use the verb in a sentence. Specify "past tense" or "now," "he," "question" or "negative," etc., and use the same sentence pattern throughout the game. • Vocabulary Bingo Make a Bingo grid with pictures of vocabulary items on it. An easy way to do this is by xeroxing a page from one of the texts and cutting up the pictures. Use body parts, foods, actions, etc. Say the word (or phrase) and proceed as above. "She's running." "It's a big book." "The blue shirt... ", etc. This doesn't require literacy skills.  • Lotto Use the grids, cards, and matching slips of paper from one of the Bingo games. Give each student a grid. Stack all slips face down in a pile. Each player takes one slip in turn from the top of the stack and places it on his grid if it matches. If not, he returns it to the bottom of the pile. Have the students say each word as they draw. The first person to cover all his squares wins.
Notes	→ When a student is first introduced to Bingo, it's easier to use a grid with only 9-12 squares. → Keep in mind that the pictures you make for Vocabulary Bingo will also be useful for other games like Lotto, Matching games and Tic Tac Toe.

"CONCENTRATION" MEMORY GAME

Purpose	Review of vocabulary.
Materials	Pre-made colored sight word cards.
Directions	Put sight words on cards of one color, a representation on different colored cards. Place all cards face down in random order. The student turns over one card of each color, seeking a matched pair. 

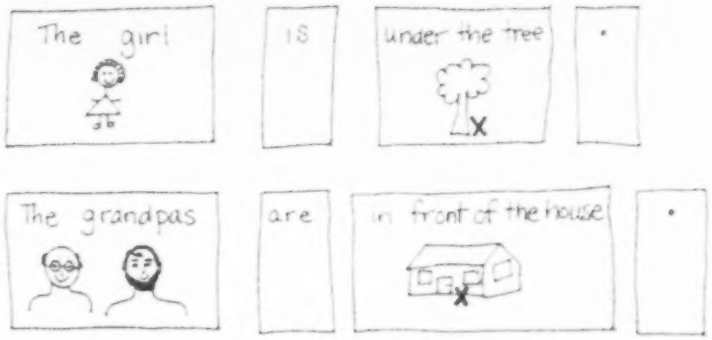
FISH

Purpose	Practice numbers, vocabulary, sight words, asking and answering questions.
Materials	Regular deck of cards or pre-made set of matching cards.
Directions	• Deal out 5 cards to each player and place the rest in a pile face down. Students must ask, "Do you have a five?" If she doesn't get the requested card, she "fishes" from the pile. The winner has the most pairs. This is also good for practicing questions when using identical pairs. • With a regular deck of cards, you practice numbers. By making your own cards you can practice pronunciation (make a set of minimal pairs: bin/bin, pin/pin), sight words (pairs would be word and picture), or, for the pre-literate student, vocabulary (all cards with pictures). • Make the game a little more challenging for higher level students by requiring variety in the question form: Ask it nicely: "Could I please have a ten?" Ask it assertively: "I must have the four as soon as possible." And in the answers: "Nope. No way. Sorry, not today." "Why yes, of course. Sure do. Here you go."

SNAP

Purpose	Review of "same" and "different".
Materials	Regular deck of cards or pre-made matching pairs cards.
Directions	• Deal out all the cards. The students take turns putting one card down face up in a central pile. They must say the word or number for each card. When one card matches the one below it, any player can call "SNAP!" The first player to call "SNAP" wins the pile and puts it aside. The person who gets the most cards wins the game. Use identical pairs for this.

SCRAMBLED SENTENCES

Purpose	To practice sequencing words into sentences; sight reading; become familiar with English sentence construction.
Materials	Words and phrases from sentences printed on index cards.
Directions	• Prepare the cards ahead of time. Using sentences that are familiar to your student, print one word on each index card and include punctuation. • Mix up the cards for each sentence. Give your student a set and have her put the words in order. Have the student read the sentence. (Ask other students if it is correct.) 
Variations	• Write phrases (e.g., noun phrase, verb, object, prepositional phrase) on cards. Student assembles them into reasonable sentences. • Ask the students to write a sentence and print each word on an index card. Ask them to mix up the cards and trade with each other. They can unscramble each other's sentences. Read sentences aloud and check for accuracy.

Variations continued	• Following the same procedure, write sentences from a familiar story or dialogue - one sentence on each strip of paper - and have the students put them in order. The students should read the story aloud. In a class, you can give each student one sentence and have them read aloud in order. • For preliterate students, you can follow the same procedure using pictures. Picture sequences from the texts are useful for this. • Questions and answers can also be scrambled and then matched. • As words and phrases come up in stories or conversation, you can write them on slips of paper. The student can match them to a picture or spoken words. • As a review or warm-up activity, the student can draw a card from a pile and use what she reads in a spoken sentence or question.

WORDS ON CHARTS

Purpose	Vocabulary review.
Materials	Roll of butcher paper and marker.
Directions	Bring the paper and marker with you to tutoring sessions. As new words come up, write them on the chart, illustrated by you or the student. This can be a reference chart during ESL sessions, and can be left behind as a decoration and study aid. The student's children might like to illustrate the new words by drawing or finding magazine pictures.
Variations	• Try recording words in lists, by categories, on the chart. The student either points out each word as you say a sentence, or says and points out words to make an original sentence. • Set a goal for the student to come up with a certain number of different sentences from the words on the chart, or ask a certain number of questions.

ALPHABET BRAINSTORM

Purpose	Review of alphabet and vocabulary.
Materials	Paper and marker.
Directions	• Make a chart of target letters and familiar places. As the student thinks of items, activities, or attributes at each location that start with a target letter, you write the word on the chart. The student can then use the words in spoken or written sentences.

	m	S	t
home	mother mailbox mat	Stove Sofa	tea tool
store	milk Margarine	Sell Sugar	tomato turnip
farm	mud many	Sickle Sit	tree tired

GAMBLE FOR WORDS

Purpose	Practice sight words.
Materials	Word cards, set of die.
Directions	• Place the word cards upside down on the table. The student rolls the die, then picks up the same number of cards as the number on the die. She gets one point for each word she says correctly after she picks up the card. Two or more students can play, or one student can try to beat a previous score.